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ABSTRACT

Four schools in Kentucky were chosen as sites for EBCE (Experience-Based Career Education) program implementation for eleventh and twelfth graders. School staff and over 300 community resource contacts in businesses were given inservice education, students were recruited, and bias-free materials and resources were made available. Credit was awarded for completion of community-based experience, individualized learning plans were made to encourage student acquisition of life, career, and occupational skills, and an evaluation plan was developed. Accomplishments were substantial, as the (appended) third-party evaluation noted: Students acquired career knowledge and exhibited more positive attitudes to work than did non-participants. Overall, EBCE student attitudes in several areas--towards education in general, school counseling, and the total learning environment--as well as general career maturity were significantly more positive than those of other students. While curriculum and instructional activities appeared adequate, however, there were deficiencies noted in interrelating career exploration activities and academic requirements. Furthermore, no significant gains were made in reducing sex role stereotyping or increasing students' internal locus of control when compared to non-participant students. Parent and employer attitudes were generally very favorable. (CP)

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Final Report

Project Number: 502AH60002

Grant Number: G04-76-03002

A Demonstration Model of the National Institute of Education's Experience Based Career Education Program

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June, 1979

CE 022 871

U.S. DEPARTMENT OF HEALTH,
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SUMMARY OF THE REPORT
September 28, 1976 to June 30, 1979

Goals and Objectives

Below is a list of the process objectives given for each area of project concern. A discussion of the accomplishments relative to these objectives is given in greater detail in the body of the report.

A. Inservice education will be provided for administrators, teachers, counselors, students, and community resource personnel regarding the nature of the program and each party's role of involvement.

B. On the basis of student assessment, bias-free materials and resources will be identified and made available to implement student learning plans. Academic credit will be awarded for successful completion of community-based experience.

C. Student individualized learning plans will be based on assessment findings, and will make provision for activities in basic academic skills, life skills, occupational exploration, career decision-making skills, and occupational skills.

D. Efforts will be made toward the avoidance and elimination of bias and stereotyping with regard to race, sex, and socio-economic status by identifying community resource sites that demonstrate non-discriminatory practices, and enrolling students that represent a balanced ratio within the respective schools.

E. Students will be placed in community resource sites that offer multiple experiences. Students will be expected to describe career goals and plans for their attainment.

F. An evaluation plan will be developed to yield information about the extent to which goals have been accomplished, procedures, and features of the program which need modification.

G. Safeguards will include insurance protection for all EBCE participants and the assurance that all sites and activities do not violate labor laws and regulations.

Procedures

The following are procedures used to continue implementing the Experience-Based Career Education Program in Fayette County's four high schools.

Student Recruitment. Using procedures established during the first year of operation and reviewed in the Interim Report for August, 1977, junior and senior students were recruited. One variation in these procedures was the participation of former and current EBCE students in the recruitment drive.

In addition, two changes in procedures positively affected student enrollment during the 1978-79 school year. Based on U.S.O.E. recommendations in March, 1978, students were encouraged to enroll for a minimum of two terms during the school district's trimester system of three 12-week terms. Subsequently, out of a total of 127 students served by the program during the 1978-79 school year, 72% participated in the program for two or more terms. Of the 33 students enrolled for only one term, more than 50% of them were seniors generally graduating early. The second change in operations which had a bearing on student recruitment and enrollment was the involvement of counselors in directing potential students to the EBCE program. As discussed in the January, 1979 Interim Report, a referral system was established through the counseling office in each high school. It was determined that each counselor would identify a specified number of potential enrollees, encourage them to complete an application of admission to the program, and then, submit the completed applications to the Learning Coordinator. In the spring, program operations and procedures were reviewed by staff and representative counselors. At that time, a few counselors expressed concern regarding this responsibility for "keeping the program alive strictly through counselor referrals." Counselors were assured that Learning Coordinators would certainly use other means for recruiting potential students and that the procedure of each counselor referring 1-5 students was simply a means for consciously encouraging appropriate students to enroll.

Student enrollment for the 1979-80 school year was determined in the spring of 1979. At that time, the examining committee of staff and representative counselors mentioned above, also recommended that each Learning Coordinator maintain a 75-80+ student/hour load per day by having 25 students for 3 hours or 20 students for 4-6 hours. At this writing, fall enrollment is a total of 91 students -- 25 students for Bryan Station Senior High School, 17 for Henry Clay High School, 24 students for Lafayette High School, and 25 students for Tates Creek Senior High.

A summary of enrollment figures for the last three years of operations are as follows: during the two 12-week terms of the 1976-77 program, 107 different students participated in the EBCE program; 163 students were served in the 1977-78 school year; and 127 students were enrolled in the 1978-79 program. Figures flucuated each year as program staff sought the best means of operations and procedures. It is expected that the figure for the 1978-79 year is representative of future enrollments since the program has stabilized significantly with the change to the Appalachia Educational Laboratory EBCE model and new staff in August, 1978.

Site Network Maintenance. A network of more than 300 community resource persons in over 200 different businesses and agencies has been developed. Responding to the evaluation findings for 1976-77 and 1977-78, considerable effort has been made to improve contact between staff and resource persons. Improvements included the use of a Placement Coordinator for placing all students in the community; weekly contact via phone calls or visits to sites by Learning Coordinators; five community advisory breakfasts; and monthly issues of an EBCE newsletter to all resource persons, high school faculties and counselors, junior high counselors, board members, and other interested personnel.

Dissemination. Dissemination activities primarily took place during the 1977-78 and 1978-79 school years. For the 1977-78 school year, they were as follows:

a. Presentations to:
    Fayette County's Department of Instructional Services
    Board of Education (2 times)
    High School Parent Night
    EBCE Open House
    Career Education Materials Fair
    Career Education Open House (60 people-eight school districts)
    Girl Scouts of America
    University of Kentucky Curriculum Seminar
    University graduate classes (7 times)
    Lexington Education Work/Council (2 times)
    Kentucky State Career Education Conference
    Kentucky State Department of Education
    Maryland State Department of Education
    EBCE Debriefing Conference, Denver, Colorado
    EBCE National Network Conference, Washington, D.C.

b. Workshops for:
    Scott County, Kentucky
    Hopkins County, Kentucky
    Northern Kentucky Consortium (7 school districts)
    Lexington Education/Work Council
    State Awareness Workshop for Superintendents

c. Visits by:
    High Point, North Carolina district
    Huntington, West Virginia district
    Mayor's Job Center, Lexington

d. Publications appeared in:
    Fayette County Schools News Bulletin
    Chamber of Commerce magazine
    Bluegrass Employment and Training Program Newsletter
    Lexington Education/Work Council Newsletter
    Lexington Education/Work Council Youth Services Directory
    State Career Education Community Resource Guide
    EBCE National Newsletter, UPDATE

e. Participation in the Task Force for Developing the State Plan for Career Education

f. Brochures and posters

g. Media
   radio spots
   radio show
   television show

h. Various requests for materials from other states

For the 1978-79 school year, other activities included the following:

a. A progress report, which included a summarization of student placement, was presented to the local Board of Education in June, 1978;

b. A presentation entitled "Utilizing EBCE Concepts for CETA Funded Programs" was made for the State Department of Education's Awareness Workshop for Superintendents, in June, 1978;

c. A presentation on "EBCE: A Job Sampling Program for Senior High Youth" was made at the Kentucky State Career Education Conference in Louisville, June, 1978;

d. A presentation on "EBCE: A Program for Bridging the Gap" was made to business and industrial leaders for the Lexington Education/Work Council, July, 1978;

e. The Placement Coordinator presented an informational program to the Lexington Business Women's Association in August, 1978;

f. "Game Plan: Implementing an EBCE Program in Fayette County, Kentucky" was presented at the AEL/EBCE annual conference, Madison, Wisconsin, in August, 1978;

g. Two full-day workshops offering technical assistance to CETA in-school youth projects for the Balance of State CETA Region were held in late September and were attended by sixty persons from across the state. Since that time more than fifty persons have sought training and technical assistance from the Appalachia Educational Laboratory for program implementation;

h. A full-day visitation by two members of the Kentucky State Department of Education and a member of the Bluegrass CETA Region in late September, 1978;

i. An update bulletin of EBCE students' placements was distributed by one of the Learning Coordinators to all of the teachers in her high school;

j. Information was sent to the National EBCE Diffusion Network through the Appalachia Educational Laboratory;

k. A full-day visitation by the six members of the Somerset Community College EBCE program in early November, 1978;

l. A full-day visitation by three members of the Ohio Valley Educational Cooperative, from Louisville, in late December, 1978;

m. A Learning Coordinator and Site Analyst made a presentation to the physical therapy staff of the University of Kentucky Medical Center in January, 1979;

n. Another Site Analyst addressed the faculty of the Fayette School, also in January, 1979;

o. A presentation on "EBCE: Implications for Exceptional Children" was made for the Bluegrass Council for Exceptional Children in January, 1979;

p. A presentation on "EBCE: A Goal for Junior High Students" was made for the faculty of Lexington Junior High School in January, 1979;

q. Information about EBCE was presented to an elementary curriculum class by the district Coordinator of Career Education in Danville, Kentucky, in February, 1979;

r. The Coordinator of Career Education and an EBCE Learning Coordinator addressed the junior high principals (12), in February, 1979;

s. "Survival Strategies or How to Pick Your Locals' Pockets" was presented at the National EBCE Network Conference, in San Antonio, Texas, in February, 1979;

t. Materials regarding the EBCE program were sent to the Hamilton County Office of Education, Cincinnati, Ohio, upon request in April, 1979;

u. A presentation was made to the Lexington Administrative Management Society in April, 1979;

v. Learning Coordinators in two high schools, Henry Clay and Lafayette, helped organize and participated in Career Days in May, 1979;

w. At the 2nd Annual State Career Education Conference in Louisville, June, 1979, the following presentations were made:

"Integrating High School Academics into Community-Based Activities" with two Learning Coordinators;

"Expanding One's Career Options Through Sex-Role Awareness" by one of the Site Analysts;

"Analyzing and Using the Community for Learning" with the Placement Coordinator, the other Site Analyst, and the Project Director;

x. Also in June, 1979, at the 3rd Annual AEL/EBCE Conference, Minneapolis, Minnesota, the following presentations were made:

"Developing Community-Related Academic Projects" by two Learning Coordinators;

"Placement Coordination" by the Placement Coordinator;

"Problem-Solving in EBCE" by the Project Director;

y. Several EBCE staff members have assisted in planning and conducting sessions regarding career-decision-making, sex-role stereotyping, placements in the community, and integrating academics with community placements, for a graduate course in Career Education, sponsored by the Office of Career Education and the University of Kentucky for twenty-eight teachers in July, 1979.

Results and Accomplishments

The following is a summary of the major results and accomplishments of the project, relative to approved project objectives.

Inservice Education. Concerns expressed by the community and staff throughout the 1977-78 school year, and confirmed by the U.S.O.E. evaluating team in March, 1978, led project administrative staff to consider an alternative management plan. Consequently, the entire EBCE staff received five days of training in early August, 1978, in the areas of community utilization, career development, and academic development from the Appalachia Educational Laboratory. In addition, other appropriate parties, such as administrators, counselors, teachers and resource persons, were involved in informational sessions.

Further outreach took place in February, 1979, when more than two dozen teachers from the four high schools attended a workshop on the McKnight Publishers' career decision-making materials that originated with the Appalachia Educational Laboratory. The intent was to bridge a gap between EBCE's community-based program and the school-based exploration programs by using their materials and similar resources.

Curriculum and Instruction. Students enrolled in the EBCE program received academic credit for successful completion of community-based experiences. Procedures for awarding credit, during the first two years, were guided by means of credit conversion system and a credit worksheet which served as a permanent record showing the conversion of EBCE activities. Learning materials from the Northwest Regional Educational Laboratory were revised and reporduced, and supplementary materials were developed by staff. In addition, ten competencies were fully prepared. As part of the curriculum, students further explored career interests and current work issues through seminars. Attention was given to materials and resources collected and purchased with respect to race, sex, and socio-economic bias and stereotyping.

The 1977-78 third-party evaluation and the U.S.O.E. report noted that while curriculum and instruction activities appeared to be adequate, there were some deficiencies in interrelating career exploration activities and academic requirements. To rectify this situation, the EBCE staff were trained to use AEL's Academic Cross-Referenced Catalogs, the Student Career Guide, and the activity sheet format for delivering instruction. Utilizing these materials, as well as the Student Program Guide, enabled the staff to award academic credit on a more structured, systematic basis. (An example of an individualized activity can be seen in Appendix A, page 1.)

Development of Individualized Learning Plans. During the first two years of operations, student individualized learning plans were based on the assessment of each student according to the findings of the Everyday Skills Test, the Self-Directed Search, and the Learning Style Self-Assessment. The learning activities of the student were further determined by site availability, Life Skill requirements, and high school credit needs.

Problem areas detected in the 1977-78 third-party evaluation were approached by means of utilizing the following materials from AEL: the diagnostic/prescriptive Basic Skills Test, the Cross-Referenced Catalogs for the various academic disciplines, the site activity sheet format, and the Student Career Guide.

Elimination and Avoidance of Race and Sex Bias and Stereotyping. In compliance with this objective, students in the EBCE program represented a ratio which was similar to the distribution of students, with regard to race, sex, and ability, within their respective schools. Community instructors and resource personnel were identified according to their willingness to work with students regardless of their sex, race or socio-economic status. Special efforts were made to locate individuals in non-traditional roles of work and to encourage students to explore those career possibilities.

Developing staff and student awareness of biases and stereotyping was approached through several means. Various instructional materials, films, and resources were purchased, used, and when feasible, shared with other community groups. In addition, seminars on persons in non-traditional jobs were sponsored. And finally, during the third year, the EBCE Program participated in Project C.O.A.L., an educational equity project operated by the Appalachia Educational Laboratory.

Student Placement. EBCE student learning plans included placement in appropriate community sites. More than two hundred businesses and agencies participated as community sites. Placement in these sites was facilitated during the third year by students being accessed to sites according to assessments of interests, aptitudes, temperaments, and ability. In addition, a Placement Coordinator was responsible for the placement process and documentation of all placements.

Program Evaluation. As stated in the program objective, an evaluation plan was developed to yield information about the following: the extent to which student outcome goals and process goals have been accomplished; the effectiveness of project management procedures; and features of the program which need modification. Formal collection of this information was made by the third-party evaluator, Appalachia Educational Laboratory, (AEL) and informally through materials developed by program staff. A discussion of the findings is located in the body of the report.

Program Safeguards. All EBCE participants had accident and liability protection while they were at a community site and were being transported between that site and the school.

Assurances were made that all site activities and the sites themselves met all provisions of the Fair Labor Standards Act, Occupational Safety and Health Act, and other child labor laws. Furthermore, it was determined that no community learning activities violated wage and hour regulations.

Evaluation

An independent third-party evaluation team from the Appalachia Educational Laboratory (AEL), developed and implemented an evaluation and data analysis plan. Assessment instruments were administered to EBCE and comparison students on a pre/post-test basis. Students completed subtests of the Student Attitude Survey, (career knowledge and planning and attitudes toward various aspects of schooling and the total learning environment), the New Mexico Career Oriented Activities Checklist (career maturity), JOBS (sex-role stereotyping), the Norwicki-Strickland (internal versus external locus of control), and the Student Information Questionnaire (to obtain demographic data on the pre-test basis only). During the years that basic skills were examined, the California Test of Basic Skills was utilized.

Parents, community personnel, and EBCE staff were also asked to respond to an end-of-the-year questionnaire. In addition, documentation of the program's implementation and operation involved observation and interaction with students and staff. This took place periodically throughout the year.

Conclusions and Recommendations

EBCE student accomplishments appeared to be substantial. During the years that basic skills were examined, EBCE students made the same gains in skills as comparison students not enrolled in EBCE. In addition, they acquired significantly greater mastery in career knowledge and exhibited more positive attitudes toward work than comparison students. However, during the duration of program operations, the EBCE students did not acquire significantly more positive scores in career planning. Consequently, plans for the 1979-80 school year include a revision of the Student Career Guide and a greater emphasis on career planning through activities and individual counseling. EBCE students' attitudes toward several aspects of education - education in general, school counseling, and the total learning environment - as well as their career maturity were significantly more positive than comparison students. However, no significant gains were made in reducing sex-role stereotyping or increasing their internal locus of control - although, initially, EBCE students were significantly more externally oriented than their peers in traditional classes.

Most parents who responded to a questionnaire, designed to assess their attitudes about the EBCE program, expressed very positive attitudes toward all aspects of the program. Ninety-two percent of the respondents felt that their child was more or much more motivated to learn in the EBCE program as compared with past experiences in regular schools. This is an increase over 64% in the first year evaluation and 75% in the second year evaluation. Most of the parents (89%) felt that their child liked the EBCE program better or much better than past school experiences. Furthermore, 92% indicated that they would allow their child to participate in EBCE if they had the choice to make again; and 85% felt the program either had a good or definitely good effect on helping their child to form career plans.

Attitudes were also positive among most employers who responded to a different questionnaire. An examination of the completed questionnaires - the largest number returned in the three-year history of the project - revealed that 83% of the employers believed the greatest strengths of the EBCE program were in the areas of career exploration, career planning, and career decision-making. This is an increase from 78% in 1977-78 and 55.5% in 1976-77. Though many employers listed weaknesses associated with the program, there seemed to be no consensus of opinion as to any outstanding program weakness. In terms of program effectiveness, three-fourths of the respondents felt the program was effective or very effective based on the students and staff encountered. Again, this was an increase from 70% (moderately to very effective) in 1977-78 and 63% (moderately effective) in 1976-77.

In summary, both parents and employers exhibited positive attitudes toward the EBCE program. It is the feeling of project staff that the program is in a uniquely responsive position to the community. Lexington has had significant input into the educational process, and at the same time, has become more aware of the school system's successful efforts to prepare the community's youth for life after high school graduation. Consequently, basic procedures for program operations during the 1979-80 school year will be maintained.

PROBLEM

The problems under consideration by this project center around the need for high school students to explore career and personal interests by means other than those that are available within the high school itself. An analysis of the senior high school instructional program revealed that a truly alternative approach to fulfilling graduation requirements was limited. While an extensive effort to fuse career cluster concepts into the senior high school curriculum had taken place over the last three years in an attempt to broaden student understanding of the many kinds of career alternatives, experiential career education was lacking.

Another concern was the need within the high schools to reduce the false dichotomy between "work oriented" vocational education and "college-oriented" academic education. An experience-based career education program demonstrates that "academic" and"vocational" education are not two different kinds of education but are elements of one system that should be preparing young people for meaningful life roles.

A great deal of effort was expended to determine the extent of school and community support and did much to validate the fact that students required additional opportunities to explore and test their personal interests in career choices. Without exception, employers, labor leaders, and community officials agreed that too many young people graduate from high school and college before obtaining learning experiences which permit interaction with a variety of adults in real life situations that relate to their career interests. All agreed with the idea that practical experiences, outside the classroom, could be most beneficial in helping students make realistic decisions in relation to their future careers.

Support for an experience based career education program can be drawn from many sources. At the national level, Kenneth B. Hoyt cites deficiencies in traditional education and suggests that the situation can be dramatically changed through career education. For example, 80 percent of the high school students are still preparing themselves for college while it is projected that only about 20 percent of the jobs will require a college education. Secondly, students' basic academic skills appear to be lowering as a result of a lack of student motivation for learning and teacher motivation for teaching. Third, many students leave high school with no marketable skills to be used in the labor market. And, finally, staggering school dropout rates indicate a national tragedy when there is a desperate need for skill training.[1]

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[1] Kenneth B. Hoyt, "Why Johnny and Joann Can't Work," Occupational Outlook Quarterly, Summer, 1977, p.2.

By changing the relationships between education and work, and emphasizing career education, the following needs of students will be met: the need for specific vocational skills to enter the labor market; the need for adaptability skills, such as academic skills, good work habits, and decision making strategies, in order to survive rapid change in the occupational society; the need to regard education and work as permanently related--one depending upon the other; the need to observe and choose wisely from a wide variety of educational and occupational options; and the need to expose all students, including women and minority groups, to the full range of opportunities.[2]

Locally, the need for experience based career education was indicated in 1974-75 in a project cooperatively conducted by Fayette County Public Schools, Central Kentucky Vocational Region, and Eastern Kentucky University. The project identified the following problems areas in the Fayette County Public Schools that could be substantially reduced if career education was implemented:

> There was a clear lack of adequate course offerings at the upper level of the secondary schools (grades 10-14) which directed themselves toward career preparation. While the students of the school system had the opportunity to participate in the Area Vocational Extension Center and in some reimbursed vocational programs, the opportunities for participation were too few and the program options too narrow to have been considered comprehensive.
>
> Many of the general education courses (grades 1-12) tended to be too academic and focused on abstract concepts. These courses contributed to career education goals by focusing on the development of basic cognitive skills, but students were not helped to relate the basic skills to life, and specifically to occupational utility.
>
> Experiences within courses, which permitted students in grades 7-9 to explore or experience career possibilities, were not representative of the total economic system. The experiences that were available did not adequately represent the full breadth of possibilities in the occupational area.
>
> Though the schools had been sensitive to the problems of mentally and physically handicapped as well as the socially, economically, and educationally disadvantaged; .... efforts fell short of providing viable programs which led large numbers of those students toward social and economic independence.

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[2] Ibid.

No systematic approach had been developed for attacking the problem of dropout reduction. Many of the Fayette County staff were cognizant of the problem and programs which could reduce the problem were attempted. But, because the relatively high incidence of dropout continued to occur, it remained a significant problem to which the school system had to address itself.

Closely related to the dropout problem was the "stop-out" problem. Too often students, decided to leave school, for any number of reasons, and found that the schools or the programatic delivery systems prevented them from re-entering the system if they saw the need for further education ....

The guidance and counseling and instructional programs had traditionally not been oriented toward the concept of 100 percent placement. Major placement efforts had usually been directed at college-placement with little concern for job, or less than baccalaureate degree types of educational program placement, or follow-up of on-the-job progress.

Guidance personnel seemed to lack knowledge of placement opportunities other than those existing in higher education. Their lack of knowledge and experience with both work and educational opportunities, other than higher education, inhibited their ability to assist students with the implementation of varied vocational goals.

Much of the assessment efforts had been directed toward the concern for academic progress and prediction as it related to college placement. Physiologial, social, student interest, and other data which were basic for effective career decision making were not systematically collected and utilized in counseling with students and parents.

Guidance personnel generally viewed themselves as functioning apart from the instructional staff. As a result of this there was usually less than adequate communication among guidance personnel and instructional staff, and little coordinated individual or group career guidance efforts (among teachers, parents, students, etc.).

No mechanism existed within the syetem that focused on job placement, or the coordination of job placement with outside placement organizations and resources. A lack of current manpower data regarding local, regional, and national occupational trends and opportunities further compounded the problem.

Like most school systems, the teachers, guidance counselors, and administrators were products of a traditional system of professional preparation. Their backgrounds were strongly influenced by the philosophy of the professions and traditional higher education programs. Those who possessed a broad knowledge, understanding and respect for other careers were too few in number.

While the schools had made attempts to keep the community informed about the activities of the school, there were only a few instances where the community had been actively involved with school related activities. Without the active participation of groups from all segments of society, it was doubtful that a career education effort will be completely successful.

Evaluation had been an important concern for teachers, administrators, and counselors, but it had tended to focus on a comparison of academic achievement of their students with local and national norms. Internal evaluation, with regard to other accountable criteria, had been attempted in only limited areas....

While some attempts were evident, coordination between other community and state agencies in a total educational effort had not been exploited to the fullest extent....

The school system was highly dependent upon state operated upper level and post-secondary vocational and technical schools. In the past, cooperation had been extremely positive between the two agencies, but it was apparent that future demands would create a need for an expanded cooperative effort in providing career preparation opportunities for high school age youth.

The attitude of many parents inhibited the effective progress of a career education program. Preoccupation with college education as the only viable alternative for their children, general apathy for the value of education, and employment attitudes which were observed by the students at home were among the elements which contribute to the problem....[3]

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[3] John D. Jenkins, "A Cooperative Career Education Project Involving the Fayette County Schools, Eastern Kentucky University and Central Kentucky Vocational Region," Eastern Kentucky University, pp. 8-11.

As evidenced by the literature, an experience based career education program would have the definite potential for accomplishing the following:

a. reducing the level of youth unemployment
b. creating more viable working relationships between public education and manpower agencies
c. broadening occupational aspirations and opportunities for young people
d. providing appropriate educational service for young people who have academic, socio-economic or other handicaps.

GOALS AND OBJECTIVES

Activities undertaken by project personnel to help students accomplish student outcome goals are considered to be process goals. The following is a list of process goals for which third-party evaluation data has been collected.

A. Inservice Education for Administrators, Teachers, and Counselors

1. As a result of inservice activities, project staff will be:

   a. fully knowledgeable with student learning materials
   b. able to organize student activities (i.e., make student assessments, develop student learning plans, make student placements, etc.).
   c. able to conduct inservice activities for other school staff, Central Office personnel, and community groups.

2. School staff, Central Office personnel, students, and appropriate community groups will have enough understanding of the goals and procedures of the project to provide necessary support to the project staff.

3. Employers and other personnel at the community resource sites will receive orientation and training about the nature of the program and the nature of their expected contribution to students' learning experiences.

B. Curriculum and Instruction

1. On the basis of student assessment, appropriate curriculum and instructional materials will be identified to implement the student learning plan.

2. Students will have access to instructional materials and resources within the learning centers, libraries, courses and community centers.

3. All materials and resources used with EBCE students will be screened with respect to race, sex, and socio-economic bias and stereotyping.

4. Students enrolled in the EBCE program will receive academic credit for successful completion of community-based experiences.

5. Transportation will be provided for students between school-based and community-based learning sites.

6. A comprehensive file will be maintained for each EBCE student which will include the EBCE application, student questionnaire, clearance forms, and other pertinent information relating to student participation in the EBCE program.

C. Development of Individual Learning Plans

1. Each student will develop a learning plan in conjunction with the EBCE staff.

2. Procedures and materials will be organized for the purpose of determining student development in areas such as basic academic skills, career decision-making, Life Skills, and occupational aptitudes.

3. Student individualized learning plans will be largely based on the student assessment findings and will make provision for student activity in basic academic skills, Life Skills, occupational exploration, career decision-making skills, and occupational skills.

D. Elimination and avoidance of race, sex, and socio-economic bias and stereotyping.

1. Criteria for the identification of community learning centers will include a willingness to work with students regardless of their sex, race, or socio-economic status.

2. The students enrolled in EBCE programs will represent a ratio which is similar to the distribution of students, with respect to race, sex, and socio-economic groups, within the respective schools.

3. Special efforts will be directed at identifying community learning centers where non-discriminatory practices are followed with respect to sex, race, and socio-economic background.

4. In-school personnel, community personnel, and parents will become aware of biases and stereotyping through the use of such techniques as seminars, printed literature, and utilization of new media.

E. Student Placement and Follow-up.

1. All EBCE student learning plans will include placement of students in appropriate community resource sites.

2. Provision will be included in the placement procedures for students to gain multiple community resource experiences when it will contribute to more effective accomplishment of the learning plan.

3. All EBCE students will describe career goals, plan for their attainment, and implement their plans by obtaining full-time employment and/or enrolling in post-secondary education which will lead toward the accomplishment of their career goals.

4. Student follow-up procedures will be implemented to obtain among other information, the extent to which students pursue, are satisfied with, and are successful with their stated career goals.

F. Program Evaluation

1. An evaluation plan will be developed to yield information about:

    a. the extent to which student outcome goals and process goals have been accomplished

    b. the effectiveness of project management procedures

    c. features of the program which will need modification

2. The evaluation plan will be developed to provide for continuing program evaluation beyond project funding.

3. The evaluation plan will include provision for longitudinal evaluation (follow-up) of EBCE participants.

4. The evaluation plan will include mechanisims which will permit the collection of information such as sex, race, age, and socio-economic status so that the finding will be applicable to various populations.

G. Student Safeguards

1. All EBCE participants will have insurance protection while they are at the work site and while they are being transported between the school-based learning site and community resource sites.

2. Community resource site will be approved only when there is assurance that the site and activities meet all provisions of the Fair Labor Standards Act, Occupational Safety and Health Act, and other child labor laws.

3. Project staff will work closely with the Department of Labor to assure that community learning activities do not violate wage and hour regulations.

PROJECT DESCRIPTION AND DESIGN

General Description

The primary purpose of the project was to establish for 11th and 12th grade students an experience based career education program that would allow them to earn required and elective course credits by performing different types of educational activities in the community. A variety of community employers, agencies and businesses have served as active partners in assisting students with these community educational experiences.

Participating students with teacher directions have carefully developed individualized learning plans as a basis for all EBCE program activities. These learning plans integrated the following curriculum areas into student activities -- English/Communications, Social Sciences, Natural Sciences, Mathematics, and Career Planning.

The program operated in all four high schools in the school system and had an enrollment during each of the three twelve-week terms of seventy-nine, ninety-nine, and eighty-three students respectively. The total number of different students served by the program was one hundred twenty-eight.

Procedures

In describing the procedures used to implement the curriculum and instructional plan, the sequence of major events will be reviewed including information on the student population, instructional staff, and on the methods, materials, instruments, and techniques used.

Student Recruitment and Selection - Methods for student recruitment and selection have been discussed in the summary of this report, on page two. A chart showing the breakdown in terms of race, sex, and ability of student enrollment for three quarters of EBCE operation can be found in Appendix B.

Student Assessment - To serve as baseline data for all learning plan negotiations with students, diagnostic information on each incoming student was gathered on a student profile. Pre-assessment was conducted in the areas of basic skills, career development, and student self-analysis. Discussion of the instruments used can be found on page 8 of the summary of this report, specifically under Development of Individual Learning Plans. Continuous assessment was made as students worked with adults in planning and implementing their individualized learning plans. The method of post-assessment was dependent upon the activity and was agreed upon by the Learning Coordinator and the student at the time that student projects or other activities were planned.

Learning Plan Strategies - The learning plan of each student was based on negotiations between individual students and the Learning Coordinator, the staff person based at the learning center within each high school. Strategies that were used during the first two years to implement the plan were the following:

Competencies - Students were required to complete four competencies each twelve week period. These competencies included tasks designed to emphasize skills considered by the local community to be necessary for adults to function effectively in the community. Students demonstrated their competency in the various skills to the satisfaction of volunteer community members who acted as certifiers in their specific areas. The competencies were not negotiable by the student, since they were, by definition, basic and necessary transactions that all young people must master.

Student Journals - Each student was required to keep a journal in which he/she and the Learning Coordinator examined the impact of learning activities. Students completed two pages a week and the Learning Coordinators responded regularly in writing to the entries. Conferences were set up to discuss journals and all entries were kept confidential between the student and the Learning Coordinators.

The journal encouraged students to build trust relationships with adults and improve self-awareness and career-life options. In addition, the journal enabled the Learning Coordinators to respond individually to each student, and keep in touch with changes which may have affected the program performance or personal development.

Career Explorations - Career Explorations were three to five-day student encounters with the people and job tasks related to occupations that interested them. During the 15-hour exploration, students utilized Exploration Guides which helped them practice investigation and assessment techniques that they could use in career planning throughout their lives. The exploration activity assisted students in preparing for more extensive activities at a site; or in some instances, caused a student to explore other sites in careers that he/she might never have considered before.

Learning Levels - From career exploration sites, students chose which sites they wanted to return to for longer and more in-depth learning experiences. These learning levels, usually consisting of three to six weeks, enabled students to develop general employability skills and used a negotiated project as the basis for their activities. As in career explorations, all students were encouraged to do an investigation of sex-bias and sex-role stereotyping as part of at least one learning level.

Skill Building - Skill building offered students the opportunity to gain practice in specific job skills. While skill levels achieved the same purposes as the learning levels, the primary difference was that skill levels allowed students to receive specific job skill training as preparation for entry-level employment in a given occupation during a three to six week period.

Projects - Projects were individualized, problem-centered guides that served as the vehicle for blending the objectives from the three curriculum areas; Basic Skills, Life Skills, and Career Development. Each activity in the project resulted in a product for which evaluation criteria was written into the original project form. Student progress in activity was judged in terms of the projected products or outcomes. Thus, the project, which organized the bulk of the students' program experiences, incorporated an on-going kind of self-assessment supported by staff feedback and testing instruments that were always being updated on the basis of previous performance.

Employer Seminars - Employer Seminars were meetings held in the Learning Centers with employers and other community people to encourage dialogue on issues and trends regarding employment in general. Topics discussed included obtaining a job, career opportunities, and job discrimination. Students were required to attend the seminars which frequently involved men and women, blacks and whites, thus further sensitizing them to the problem of sex-role stereotyping and sex/racial bias.

Problems detected in the 1977-78 third-party evaluation were approached in the third year by means of utilizing the following materials from AEL: the diagnostic/prescriptive Basic Skills Test, the Cross-Referenced Catalogs for the various academic disciplines, the site activity sheet format, and the Student Career Guide.

RESULTS AND ACCOMPLISHMENTS

A discussion of the results and accomplishments of the program during the three years of the project, with special emphasis on this last year, will be keyed to approved project objectives.

A. Inservice Education

Inservice education for all participants has been a priority in the Experience-Based Career Education Program. Without their understanding of project goals and procedures, it would be difficult for various sectors to provide necessary support to project staff. To this end, the EBCE staff has tried to be sensitive to the needs and viewpoints of students, educators, and the community.

Concerns expressed by the community and staff throughout the 1977-78 school year, and confirmed by the U.S.O.E. evaluating team in March, 1978, led project administrative staff to consider an alternative management plan. The evaluators recommended that a plan be developed that would allow for the following:

1. alleviation of project limitations due to the housing of the project in four physical locations;
2. establishment of uniform system-wide policy for awarding academic credit for EBCE participation;
3. an increase in time for implementing plans and activities devoted to sex-fair guidance, counseling, pre-site orientation, and follow-up services;
4. an overall learning plan that integrates career skills, basic skills and life role skills.

After extensive investigation, the decision was made to use the Student Career Guide, and Student Program Guide, and the various academic cross-referenced catalogs from the Appalachia Educational Laboratory. In addition, schedules were arranged to enable each student to be in-house one day a week and to be enrolled in the EBCE program for a minimum of 24 weeks.

In preparation for these changes, appropriate parties were involved in informational sessions. In late June, the Project Manager met with high school principals, area assistant superintendents, and other administrative staff to discuss EBCE direction and operational plans for the upcoming year. This was followed by a meeting with each principal, heads and associates, during the month of July in order to demonstrate an example student's path in career development and the academic component. In early August, the entire EBCE staff received five days of training in the areas of community utilization, career development and academic development from Ms. Chris Lewis of the Appalachia Educational Laboratory. Finally, the counseling staff in each high school met with the Project Manager and the Learning Coordinator of that school for a walk-through of procedures. The same process was used with all department heads and some of the academic departments in several of the high schools. Future plans include a continuation of this activity.

Just before the opening of school, the EBCE program was invited to make a special presentation to the entire faculty of one of the high schools. The purpose of the inservice was to make a progress report of EBCE happenings. This included results from the formal evaluation as well as informal evaluation via the experiences of several resource persons, former EBCE students, and a parent who happened to be part of the high school staff. (A brief summary of the summary of the evaluation results and student anecdotes can be seen in Appendix A, page 11 of the January, 1979 Interim Report.)

Student orientation in late August for EBCE enrollees was especially important due to the changed program structure and sequential nature of operations. Since the program is available to part-time as well as full-time students, permission was secured to allow all EBCE students to participate in three full, consecutive days of orientation. (Memoranda regarding this matter can be seen in Appendix A, pages 12-13 of the January, 1979 Interim Report. In addition, an outline of orientation as well as sample materials can be found in Appendix A, pages 14-22 of that same report.)

In January, 1979, one of the Learning Coordinators was requested to make a "snow-day" inservice presentation on "Career Education and the Academic Classroom". Twenty-four teachers voluntarily attended the session which examined the EBCE Student Activity Sheet format, use of a concept curriculum and the process of inquiry for learning.

Further outreach took place in February, 1979 when more than two dozen teachers from the four high schools attended a workshop of the McKnight Publishers' career decision-making materials that were developed by the Appalachia Educational Laboratory. It is hoped that EBCE staff members can bridge a gap between EBCE's community-based program and the school-based exploration programs by using these materials and similar resources.

In an effort to maintain communications with the community throughout the year, common concerns and ideas for improvement were shared at advisory breakfasts. All resource people, according to similar worker trait groups, were invited, as well as school personnel, including staff, counselors, principals, central office administration and board members.

B. Curriculum and Instruction

Students enrolled in the EBCE program received academic credit for successful completion of community-based experiences. Procedures for awarding credit and curriculum materials during the first two years of operations were different from those of this last year which are expected to be continued. During the first two years, credit was awarded by means of a credit conversion system and a credit worksheet which served as a permanent record showing the conversion of EBCE activities. Learning materials from the Northwest Regional Educational Laboratory were revised and reproduced, and supplementary materials were developed by staff. However, the 1977-78 third-party evaluation and the U.S.O.E. report noted that while curriculum and instruction activities appeared to be adequate, there were some deficiencies in interrelating career exploration activities and academic requirements. To rectify this situation, the EBCE staff were trained to use AEL's Academic *Cross-Referenced Catalogs*, the *Student Career Guide*, and the *activity sheet format for delivering instruction.* Utilizing these materials, as well as the *Student Program Guide*, enabled the staff to award academic credit on a more structured, systematic basis. (An example of an individualized activity can be seen in Appendix A, page 1.)

In September, 1978, the Coordinator for Career Education developed a series of task sheets designed to help students use the *Occupational Outlook Handbook* and local occupational outlook information. (Examples of these sheets are located in Appendix B, pages 24-26 of the January, 1979 Interim Report.) The first sheet, which requires students to examine the *OOH*'s data regarding their selected Worker Trait Groups, has generally been used with each new placement.

In October, 1978, a set of competency-based activity sheets from the Appalachia Educational Laboratory arrived. These activity sheets included competency statements and activities for the following EBCE-AEL courses: Contemporary Social Problems, American Institutions, Career Planning, Life Science, Business English IV, Standard English III, and Consumer Math. A copy of all of these was distributed to each Learning Coordinator, and plans for future in-service include the cataloging of these activity sheets into appropriate cross-referenced catalogs.

Plans were made to further embrace these cross-referenced catalogs by revising them to include materials used specifically by Fayette County teachers. In May and June, 1979, interested teachers from traditional classrooms in the four high schools were paid a stipend to recommend various instructional materials that were appropriate for the curriculum concepts in the cross-referenced catalogs. Every attempt will be made to obtain as many of these recommended materials as possible during the summer.

C. Development of Individualized Learning Plans

During the first two years of operations, student individualized learning plans were based on the assessment of each student according to the findings of the Everyday Skills Test, the Self-Directed Search, and the Learning Style Self-Assessment. The learning activities of the student were further determined by site availability, Life Skill requirements, and high school credit needs.

Results from the 1976-77 and 1977-78 California Tests of Basic Skills indicated that the EBCE students did as well in basic academic skills as comparison students enrolled in traditional high school programs. On the 1977-78 tests, significant gains were made by EBCE students in career knowledge and in positive attitudes toward work. Though the students did not acquire significantly more positive scores in career planning, they did demonstrate growth. However, tremendously significant growth was displayed by EBCE students in the area of career maturity. Though the staff felt the students had made many gains, they also believed that the students benefited the least from EBCE in science, math, or academic skills; indepth analysis and evaluation skills, and career development and self-directional development.

On the basis of these findings and concerns, remediation plans were made and implemented during 1978-79. Basic skills were emphasized partially through the use of the diagnostic/prescriptive Basic Skills Test from AEL. Particular attention was given to any students taking science and math through EBCE by utilizing the Cross-Referenced Catalogs for those areas. In addition, indepth analysis and evaluation skills were stressed by using the inquiry process of learning as part of the student's individual activity sheet format. (A chart illustrating this process was developed by one of the Learning Coordinators and can be seen in Appendix C, page 29 of the January, 1979 Interim Report.) Career planning received greater emphasis as each student was required to select Career Planning as one of the EBCE courses, and these students' experiences were examined and reinforced through the use of the Student Career Guide (AEL) and weekly conferences.

Students' individual plans continued to incorporate seminars, activities and tours available in the community. These included a pharmacy seminar sponsored by the College of Pharmacy, University of Kentucky; a workshop on mental health services directed by Eastern Studies Career Day at Eastern Kentucky University.

D. Elimination and Avoidance of Race and Sex Bias and Stereotyping

As stated in the program objectives, community resource persons were identified according to their willingness to work with students regardless of their sex, race, or socio-economic status. The recruiting staff were committed to locating individuals in non-traditional roles of work. The results of their efforts can be seen in the list of community placements, located in Appendix B,p.2-12, individuals cited with asterisks denote persons who served as non-traditional models. Learning Coordinators encouraged students to explore these career possibilities, and between September and June, 1979, forty-two explorations were made in non-traditional areas of work. Forty of these were females and two were male.

Additional support for this objective was demonstrated by the enrollment of students during the 1978-79 school year. The enrollees represent a ratio which is similar to the distribution of students, according to race, sex, and ability, within respective schools. (A breakdown of this enrollment can be seen in Appendix B,page 3.)

Instructional materials that helped students, in-school personnel, and community personnel become aware of bias and stereotyping were an important aspect of the curriculum. To this end, all students were encouraged to examine at least one placement by means of the Student Career Guide's activity, "Exploring Your Ideas About Sex Roles." In addition, the film, "Men's Lives," continued to be used by students and the community. The Kentucky Humanities Council showed the film during a Humanities Conference and it was viewed by students in educational psychology classes at the University of Kentucky.

In addition, the EBCE Program participated in Project C.O.A.L., an educational equity project operated by the Appalachia Educational Laboratory. These activities exposed EBCE staff and students to issues relating to work and sex-role stereotyping on a frequent basis.

E. Student Placement

EBCE student learning plans included placement of students in appropriate community resource sites. Approximately, two hundred businesses and agencies actively participated in the program. More than three hundred individuals from these different businesses and agencies assisted students with their community experiences. A listing of businesses and agencies, with specific career placements is located in Appendix B, pages 2-12.

In August, 1978, three goals were established as a result of the 1977-78 third-party evaluation. They were as follows: the site network would continue to be developed; students would be accessed to sites based upon assessment of interests, aptitudes, temperaments, and ability; and a Placement Coordinator would be responsible for the placement process and documentation/logging of all student placements.

To improve on the development of the network, the recruiting staff received training on site analysis in early August, 1978. Subsequent action by the recruiting staff brought the number of businesses and agencies actively participating in the program to more than two hundred as indicated above.

As mentioned earlier, the entire staff also received training in utilizing the Appalachia Educational Laboratory's instructional delivery system. This included procedures for accessing students to appropriate sites and a process for documenting the placements. (See Appendix C, page 14 for a flowchart that illustrates the activities in which students engaged in order to select sites. In addition, Appendix C, page 15 shows the process used by the Placement Coordinator for placing students in the community.)

A private telephone line was installed in the Placement Coordinator's office in late October. This line is used solely by the EBCE community sites and eliminates the necessity of going through the school system switchboard every time a resource person returns a call to the Placement Coordinator.

Appropriate student placement and maintenance of community relations was a key factor in successful program operations. Consequently, as mentioned earlier in this report, the Learning Coordinators called or visited each of their students' resource people every week. Other follow-up procedures involved counseling and discussion of selected activities in the Student Career Guide. Finally, a form for site debriefing with each student was developed by one of the Learning Coordinators. (A sample can be seen in Appendix C, page 16.)

Though it was not the expressed intent of the Experience-Based Career Education Program to aid students in finding employment concurrently with site placements, it was not unusual for students to be offered jobs as a result of their placements. A rough count indicated that a minimum of nineteen students presently have employment as a direct result of their EBCE activities.

F. Program Evaluation

As stated in the program objective, an evaluation plan was developed to yield information about the following: the extent to which student outcome goals and process goals were accomplished, the effectiveness of project management procedures, and features of the program which needed modification. Formal collection of this information was made by the third-party evaluator, Appalachia Educational Laboratory, who visited the project in late September, early December, mid-February, and late April. Correspondence regarding findings and perceptions can be found in Appendix D, pp. 17-27.

The final report of the third-party evaluator is located in Appendix E. In general summation , EBCE student accomplishments appeared to be substantial. On the Student Attitude Survey, Part II, EBCE students acquired significantly greater mastery in career knowledge than did comparison students in a traditional high school. In addition, EBCE students showed positive growth in career planning and composite attitude towards work, though not significantly. The New Mexico Career Oriented Activities Checklist revealed that EBCE students made tremendously positive growth in career maturity - significant at the .005 level. On all five subparts of the Student Attitude Survey, Part I, EBCE students had higher scores in attitudes toward learning environments. In fact, EBCE students had significantly higher posttest scores on the subparts of education in general, school counseling, and the total learning environment, whereas, comparison students' scores declined on the same subparts. Using the Jobs sex-role stereotyping instrument, both EBCE students and the comparison students were found to be exhibiting progressively less stereotyping. In regards to internal versus external locus of control, scores on the Norwicki-Strickland indicated that initially the two groups of students were significantly different - EBCE students felt more externally controlled than did their counterparts. By the end of the year, however, EBCE students felt no less internally oriented than did the comparison students and closed the significant gap between them. Finally, both EBCE and comparison students showed positive increases in their attitudes toward self and others as revealed in Part III and IV of the Student Attitude Survey.

Although students were the main respondent group impacted by the program, the community resource personnel and parents of EBCE students were also asked to respond to program operations. An end-of-year questionnaire revealed that both parents and employers had very positive attitudes about the EBCE program. This response is important as their cooperation and support are essential for continued success.

G. Student Safeguards

EBCE participants had accident and liability insurance protection while they were at a community site and were being transported between that site and the school. Information regarding accident coverage was sent to parents and a copy of the letter can be seen in the October, 1977 Quarterly Report, Appendix H, page 49.

Assurances were made that site activities and the sites themselves met provisions of the Fair Labor Standards Act, Occupational Safety and Health Act, and other child labor laws. Furthermore, it was determined that no community learning activities violated wage and hour regulations.

EVALUATION OF THE PROJECT

The evaluation, as prepared by an independent third-party evaluating team from Appalachia Educational Laboratory, can be found in Appendix E.

The 1978-79 evaluation noted that while curriculum and instruction activities appeared to be adequate, there were some deficiencies in interrelating career exploration activities and academic requirements. The document further indicated that although the Activity Sheets were originally not as site related as they could have been, the quality of the Activity Sheets increased as the year progressed - both in terms of site relatedness and in terms of the integration of academic requirements and site learning potentials.

Development of Individual Learning Plans. Learning activities in the EBCE program caused EBCE students to make significant gains for the second year in a row in the area of career knowledge. The Student Attitude Survey, Part II, also indicated positive growth in career planning and composite attitude towards work; whereas, comparison students showed only very slight growth in career knowledge, composite attitude towards work, and no gain in career planning. In addition, EBCE students showed tremendously significant growth in career maturity as measured by the New Mexico Career Oriented Activities Checklist.

A steady increase of employer' responses during the last three years showed that they believed the greatest strengths of the EBCE program were in the areas of career exploration, career planning, and career decision-making -- 55.5% in 1976-77, 78% in 1977-78, and 83% in 1978-79. They felt EBCE was an important means of exposing students to the world of work, providing them with career awareness opportunities, and giving them hands-on experience in real job situations.

On the EBCE staff survey, respondents perceived their students' greatest growths to have occurred in the areas of 1) career knowledge, awareness, and maturity; 2) sex-equity maturation; 3) personal relations (including self-confidence, poise, self-assessment, increased communication skills); and 4) an understanding of the responsibilities of the world of work and how academics are applied in the work place. In contrast, the staff perceived students' understanding the role of science in our society today and understanding the democratic process as the two areas least impacted by EBCE program experiences. In addition, the staff felt that limited academic content materials and resources hurt the academic credibility of EBCE.

Avoidance and Elimination of Race, and Sex Bias and Stereotyping. Using the same instrument during the last two years, both EBCE and comparison students stereotyping progressively less. Although EBCE students did not develop significantly less sex-role stereotyping than comparison students, in the opinion of the evaluator, the results of program operations were favorable. The evaluation indicated that Fayette County students were not, as a whole, engaged to any great degree in sex-role stereotyping. The evaluator submitted, therefore, that with stereotyping occurring at such a low degree, the instrumentation itself may well not be sensitive enough to detect subtle changes that did occur.

Student Placement. During the project duration, most of the respondents in the Parent Opinion Survey thought that their son or daughter liked the EBCE program better or much better than past school experiences. Similarly, approximately the same percentage of top level management and employees reacted favorably to the EBCE students placed at their sites each year.

Evaluation. EBCE student accomplishments were substantial. In the opinion of the evaluators, the program was operated and managed in a very efficient and effective manner. They also felt that students were impacted in a very positive way. It was conjectured that since some of the student data did not directly support the program's impact on certain characteristics, the assessment instruments may have been too insensitive to measure the actual impact as observed by the evaluators.

In the final analysis, it was determined by the evaluators that the EBCE program in Fayette County, Kentucky had successfully provided students with an alternative educational opportunity which was relevant to their needs, interests, and abilities.

Similarly, the Fayette County Board of Education in November, 1978, determined to continue the EBCE program on local funds for the 1979-80 school year. (See pages 8-9 of the January, 1979 Mid-Year Report for further details.) At this writing, the EBCE program is flourishing in the four high schools and students have already begun to complete applications for enrollment during the 1980-81 school year.

Implications

Inservice.

1. Though employers generally felt adequate communication was taking place between EBCE staff and site personnel, more pre-site preparation of students and more accurate placement of students is needed.
2. Effective use of career assessment tools and subsequent link-ups with various Worker Trait Groups can insure appropriate site selection.
3. Learning Guides - the document prepared for each job site and analyzes the work of that particular site - must be sufficiently detailed so as to accurately and completely inform the reader of the specifics of a job site.
4. The Request for Placement, completed by a student, should indicate a student's understanding of a particular site and represent a sincere desire for placement at the given site.

Curriculum and Instruction.

Though the quality of Activity Sheets increased as the year progresses - both in terms of site relatedness and in terms of the integration of academic requirements and site learning potentials - further improvement is desired.

Development of the Learning Plan.

1. There should be continued emphasis on basic academic skills with particular attention given to the role of science in our society and improving students' understanding of the democratic process.

2. Emphasis must be continued on career planning techniques.

3. Additional appropriate materials must be obtained in order to improve adademic content resources in the Learning Center.

Sex-Bias/Sex Role Stereotyping.

Though students were stereotyping to a low degree, additional effort is required to further awareness regarding these issues.

Student Placement.

The site network must continue to be developed and students must continue to be accessed to sites on the basis of their interests, aptitudes, temperaments, and ability.

Evaluation.

The EBCE program in Fayette County, Kentucky has successfully provided students with an educational opportunity which is relevant to their needs, interests, and abilities.

Recommendations

Inservice.

1. The format for the Learning Guide will be examined for possible improvement or, if more appropriate, for developing means of utilizing its current potential.

2. Each Learning Guide will be scrutinized for accuracy and clarity by the Program Manager before the document is duplicated and released to the Learning Center.

3. The Request for Placement form will be revised to include an opportunity for students to indicate special skills appropriate to the requested placement, reasons for expected success at the site, and to note unique restrictions or aspects of the job site as identified in the Learning Guide.

Curriculum and Instruction.

Deficiencies in interrelating career exploration activities and academic requirements will continue to be remedied by using the academic Cross-Referenced Catalogs (which will include materials recommended by Fayette County teachers), improved Learning Guides, and by utilizing the potential of the Activity Sheet format for delivering instruction.

Development of the Learning Plan.

1. Basic skills will continue to be emphasized partially through use of the diagnostic/prescriptive Basic Skills Test from AEL. Particular attention will be given to the role of science in our society and improving students' understanding of the democratic process by employing the Cross-Referenced Catalogs for those areas and by utilizing sequential Activity Sheets when examining interest areas that relate to those concepts.

2. The Student Career Guide will be revised to improve students' opportunities for summarizing their site experiences and to consciously engage in career planning.

3. Identification of appropriate materials which will help to improve academic resources in the Learning Centers will be sought from traditional classroom teachers. These materials will subsequently be purchased or requested.

Sex-Bias/Sex-Role Stereotyping.

Greater emphasis will be placed on developing student awareness in this area by utilizing activities in the "World of Work" section of the Student Career Guide and by incorporating study topics in the students' Activity Sheets.

Student Placement.

The site network will continue to be developed and maintained and students will continue to be accessed to sites based upon assessment of interests, aptitudes, temperaments, and ability.

Evaluation.

Means must be sought to provide continuing evaluation of the EBCE program. Evaluation is an essential part of any program as it demonstrates a program's effectiveness through objective data rather than speculation.

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Frances L. Rahlin

Project Manager

September 26, 1979

Date

APPENDIX A

DEVELOPMENT OF INDIVIDUAL LEARNING PLANS

CAREER PLANNING

TUDENT Lea Wise
OURSE
ITE Metro Police Department
TART 4/24 EST.STOP 5/4
CTUAL STOP
OAL:

AREAS	NS	MA	SS	E/C	CE	OTHER	OTHER
INTR. AREAS				1.3.1	1.2.1 1.1.1		
POINT VALUE				10	20		

SITE INFORMATION: Chief Timothy Scully
Lexington/Fayette Co. Urban Government
Forbes Road - Metro Police Department

SAS NO.

INQUIRY CODE
1. DEFINE PRO
2. GATHER DAT
3. ANALYZE DA
4. GENERALIZE
5. COMMUNICAT

JECTIVE:

Lea will identify each department at the police station and describe their functions. She will identify why she is interested in exploring in-depth one selected section.

EVALUATION CO
5. EXCELLENT
4. COMMENDABL
3. SATISFACTO
2. NEEDS TO IMPROVE
1. POOR

B-CONCEPT DESCRIPTION:

Personal Aspects of Work

ACTIVITIES	CODE	LC	S
1. Discuss with Chief Scully the organizational structure of the MPD.	2		
2. With the Chief's help obtain or develop a flow chart of the police dept.	2		
3. While visiting the different sections, talk to the personnel about not only the job, but why they like/dislike the job, how they became interested in police work, and what the qualifications are for the work.	2,3		
4. Write a summary of the information gathered in Task 3.	3,4		
5. Maintain an interest rating for each section you visit.	2,3		
6. Chart your interest rating according to level of interest (which department you would most like to explore in-depth), and why you are interested.	3,4		
7. Along with your chart write a correctly-formed paragraph which gives your rationale for selecting that department as your in-depth exploration.	3,4		
8. Turn in all material for evaluation to Chief Scully. All material must adhere to the format he selects.	5		
9. I will then evaluate your work based on the Chief's comments, your organization, content, logic and thoughtfulness, as well as your use of proper paragraph form.	5		

ODUCT EVALUATION AND COMMENTS:

APPENDIX B

BIAS AND STEREOTYPING

PARTICIPATING BUSINESSES AND AGENCIES IN THE EXPERIENCE BASED CAREER EDUCATION PROGRAM

Community Sites	Career Placements
Adams, Frazier and Anderson	draftsman, mech. engr., elec. engr.
Air Associates, Inc.	aircraft mechanic
Anggelis and Philpot	legal secretary
Appalachian Shop	sales
Army Recruiting Office	recruiting
★ Ashland Florists	florist
Ask Us, Inc.	telephone counselor
B & B Trailer Repair of Ky.	mechanic and trailer repair
Backstage, Inc.	theatrical salesperson
Ball Homes, Inc.	receptionist/secretary carpenter surveying
★ Begley Drugs	pharmacist
Dick Baker's Yamaha Music Center	sales small business management
Barkley Blevins Plumbing	plumber
Berthold and Grigsby	wholesale flower sales
Beverly Studios	photographer
Big Brothers of Lexington	social worker
Blackburn Correctional Complex	corrections careers
BlueGrass Airport	accountant security officer fire safety

Bluegrass Data Service	keypunch operator
Bluegrass Optical Co.	optician
Cardinal Hill Hospital	patient transportation special education teacher occupational therapist nursing/orthopedically handicapped preschool teachers
Captain D's Seafood	restaurant management
Catalina Restaurant	cook
* Central Bank and Trust Company	careers in banking
* Carrier Ashland Service Station	mechanic
Central Baptist Day Care Center	child care
Center for Creative Living I & II	social work, nursing, health careers
Central Baptist Hospital	dietary manager respiratory therapy physical therapy radiologic technologist nursing
Central Ky. Animal Disease Diagnostic Lab	animal lab technician
* Chevy Chase Small Animal Clinic	veterinarian
Clays Mill Veterinary Clinic	veterinarian
Climate Control Corporation	dispatcher general office work bookkeeping/accounting
Collector's Gallery	art sales and framing
Collage	fashion merchandising

Columbia Gas	cashier general office audit clerk-billing home economist
Colonial Life and Accident Insurance Co.	insurance sales
Commonwealth Attorney's Office	district detective
Commercial Airlines-	
Eastern	airlines office operations
Allegheny	airlines office operations
Delta	airlines office operations
Piedmont	airlines office operations
Community Montessori	early education
Cowden Manufacturing Company	computer programmer
Joe Conrad Chevrolet	automobile sales
John Cooke Body Shop	auto body mechanic
John Cooke Volkswagen	automobile sales
Cosmopolitan Spa	fitness consultant
Cunningham Funeral Home	mortician
Cutter Construction Co.	electrician estimator
Cycle Center	motorcycle mechanic
Dawahare's	retail sales
Dayton, Todd, Walter and Cox Law office	attorney
Devoe and Reynolds	interior designer
Earthwood Woodcrafts	woodworking
Eastern State Hospital	social worker teacher's aide occupational therapy music therapy recreation therapy adult education teacher beautician barber

Electronics Business Machines	office machine repair
Engineered Devices	commerical artist accountant electricial engineer
Everybody's Bike Shop	bike sales and repair
Everybody's Natural Foods	sales/small business management
Fayette Cab Company	taxi driver
Fayette Cooperative Nursery and Kindergarten	child care
Fayette County Court House	court reporter
Fayette County Public Schools	bus mechanic public relations teaching-elementary teaching-secondary counseling
Fayette County Vocational Center	vocational careers
Federal Aviation Administration	air traffic control
First Security Bank	bank management
Flowers by Don	florist
Foto Center	camera sales, film, repair
Andy Frain Security Service	security guard
Galbraith, Dr. Terry L.	chiropractor
★ Gardenside Shoe Repair	shoe repair
Great Frame-Up	picture framing
Hagyard, Davidson and McGee	equine veterinarian
★ Hall and Head, DMD	dentist

Hanover Salon	hairstylist
Hart's Laundry	laundry and drycleaning
* Helene's Bridal Boutique	small business management
Hicks and Company	interior design and upholstery
Holiday Inn	hotel/restaurant management
* Horse World Magazine	graphic arts magazine editor
Howard and Heafey Florists	florist horticulturist
Hurst Pirnting Company	office supplies sales
Image Studio of Design	photographer
Impact Photography	photographer
Imperial Men's Shop	retail sales
Instrument Flight Training	flight training
International Clinical Laboratory	clinical lab technician
Isenhour Contractors	home building
Jerome's	fashion merchandising sales/window decorating
* Johnny Print Shop	printer
Julius Marks Home	social worker recreational therapy nursing
Junior Achievement	promotional sales
Kennedy Craft Center	crafts and ceramics
Kennedy Garden Center	greenhouse manager

Kentucky-American Water Company	customer relations billings
Kentucky Business College	fashion design
Kentucky Horse Park	vocational teacher
* Kentucky Kernel	journalism advertising
Kentucky Legal Services	legal services
Drs. Lange and Armstrong, DDS	medical secretary dentist
* Lansdowne Pet Gallery	sales/salt water fish
Lansdowne Veterinary Clinic	veterinarian
Dr. J. C. Lee	dentist
Dr. Michael Lerner, DDS	dental hygenist
Leva's Restaurant	chef
Lexington Appraisal Company	real estate appraisal
Lexington Children's Theater	acting
Lexington/Fayette Urban County Government-	
Health Department	clinical lab recreational therapy maternal health
Juvenile Court Division	juvenile probation officer
Probation and Parole Office	probation and parole
Housing Authority	social worker
* Parks and Recreation	senior citizens program worker carpenter women's athletics therapeutic recreation
Planning Commission	city planning
Metro Fire Department	firefighter
* Metro Police Department	general police work

Lexington Herald-Leader	market researcher advertising/sales journalism graphic artist feature writer
In-House Printing	offset printing
Lexington Humane Society	dispatcher adoption clerk kennelman
Lexington Manor (Ethan Allen)	interiordecorator
Lexington Philharmonic Orchestra	director/conductor
Lexington Public Library	librarian
Lexington Small Animal Hospital	veterinarian
Lexington Tennis Club	tennis club manager
★ Lexington Travel Center	travel agent
Living Arts and Science Center	animal display historian secretary
Long John Silver's	fast food store manager
★ Lonnie's Hair Stylist	barber/stylist
Magee's Bakery	baker
Main Affair	sales/small business management
Mayfair Manor	geriatric nursing recreational therapist
Metropolitan Ambulance Service	CPR and ambulance services
Barney Miller's	electronics technician
Mississippi River Company	restaurant manager cook

Montgomery Motors	mechanic
Fred F. Moore Music	small business management
* Dr. Christa Muckenhausen	MD - neurologist
Murty Farms	groom
Nancidon Tot Shop	sales/small business management
National Weather Service Office	meteorologist
Dr. Doug Neuman, DDS	dentist
* Dr. Alvinia Newell, DMD	dental assistant
New Circle Road Barber Shop	barber
Northside Pharmacy	pharmacist
Northside Vocational School	secretary auto mechanics auto parts manager diesel truck mechanic graphic artist machine shop welder
Off Broadway House	drug counselor
Omni Associates	architect
Oram's Flowers Inc.	bookkeeper
O'Shaughnessy and Ingerton	lawyer
Pampered Pets	pet groomer
Park Hills Early Childhood Development Center	teachers cook
Pinocchio's Playhouse	day care
Point After	retail merchandising

Prather Douglas Graphics and Design	commercial artist
B. L. Radden and Sons	interior decorator
Red Cross Wheels Program	social services
Reeds and Weeds	horticulturist
* Rodgerson Duplicating	offset printer
Jim Ross and Associates	architect
Saratoga Trunk	fashion merchandising
Schooler Dental Studio	dental technician
Sheabel Kennel	pet grooming general business management
Sheraton Motor Inn	hotel management
Southland Del-Tor Veterinary Clinic	veterinarian
Stoll, Keenon and Park	paralegal
Stone Photography	photographer
The Thimble	tailor/seamstress
Tinder-Krauss-Tinder	optician
Transylvania Business Interiors	interior decorator
Transylvania Company	sales, service, and repair
Transylvania Univ.-Animal Research Lab	technician
United States Postal Service	Special Placement

University of Kentucky -	
Public Safety	police work
Computing Center	computer operator/programmer
Training Room	athletic trainer
Music Department	Special Placement
* University of Kentucky Medical Center-	pharmacist clinical lab technician-microbiology radiologist neonatal care nursing - surgery nursing - medical physical therapy respiratory therapy vocational rehabilitation diagnostic services - ECG
Versa Tech Engineering	electrical engineer mechanical engineer
Vince Dental Studio	dental technician
G. Reynolds Watkins Engineers	executive secretary civil engineer surveyor
Edgar Wallace Insurance Agency	insurance sales
" " Bluegrass Chronicle	magazine editor/journalism
Mr. Wiggs	window display
Wilson Equipment Company	parts counter worker
WBLG Radio	production
WKQQ Radio	radio announcer
WKYT-TV	production manager program manager

WTVQ-TV	commercial artist television producer production assistant - news
Yen-Nan Gallery	potter
* Your Habitat	sales small business management
YMCA	recreation program director
YWCA	recreation program supervisor
Dr. George Zaracostas, MD	physician's assistant

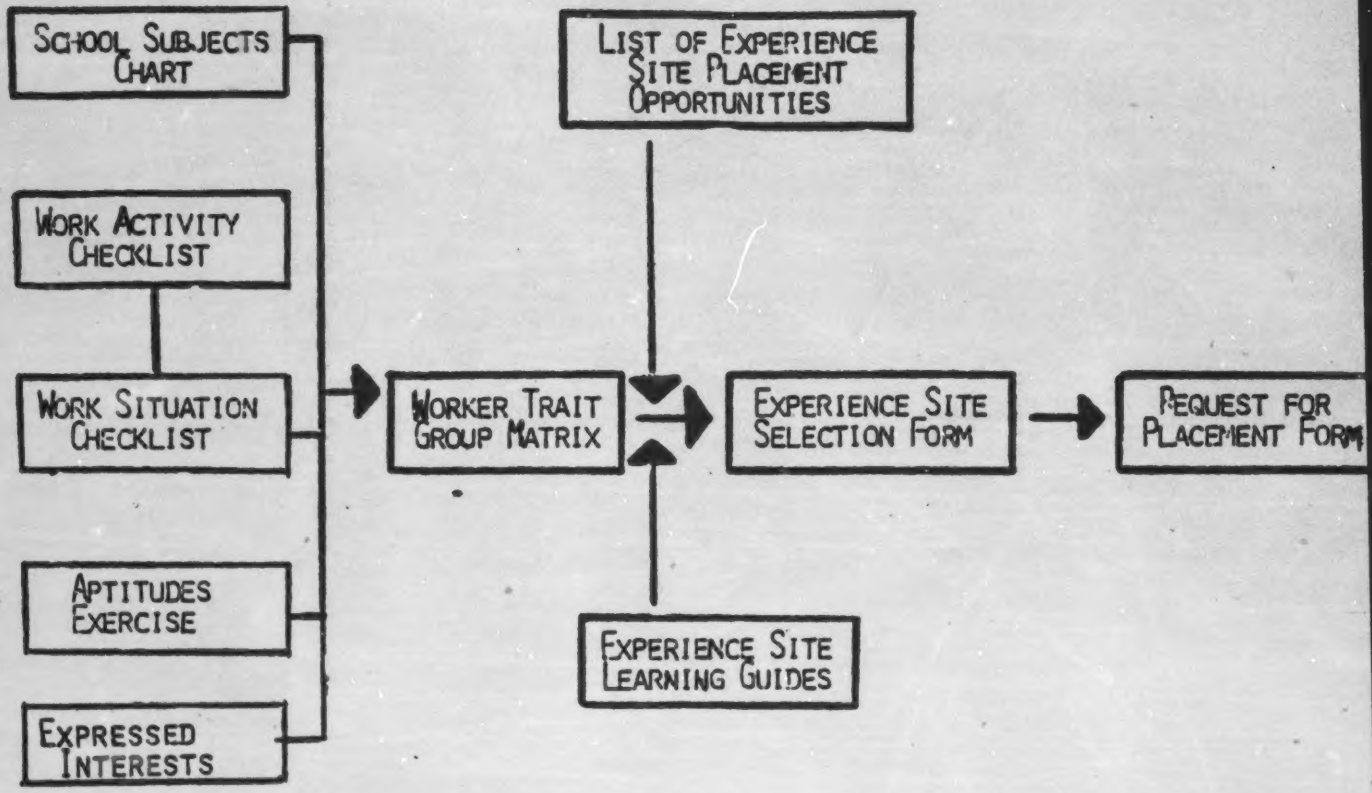
EBCE ENROLLEES

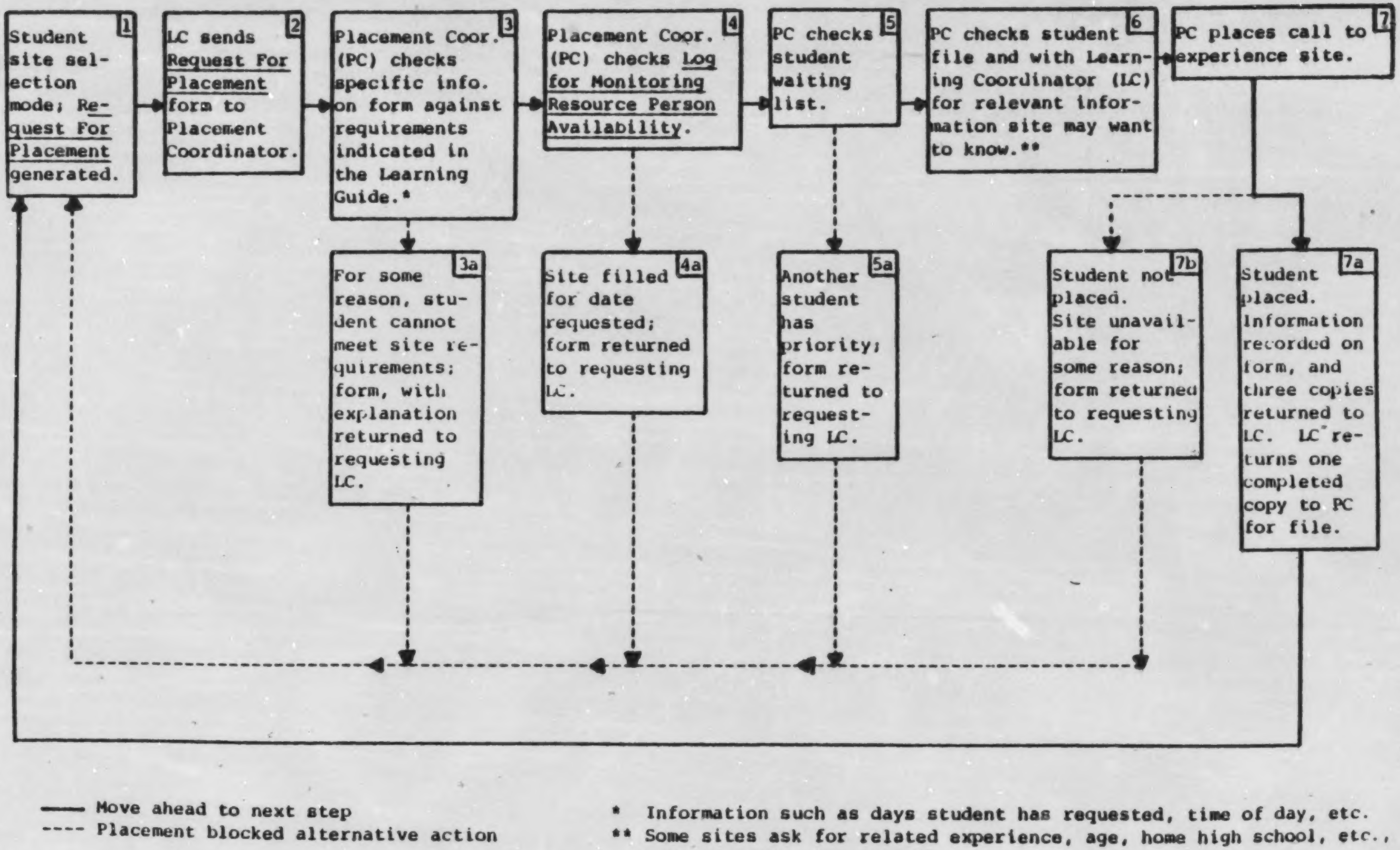
					Ability Group		
School	Male	Female	Black	White	Below Average	Average	Above Average
Bryan Station	12	23	10	25	4	21	10
Henry Clay	7	29	22	14	10	20	6
Lafayette	9	18	1	26	1	13	13
Tates Creek	13	16	2	27	4	22	3
	41	86	35	92	19	76	32

APPENDIX C

STUDENT PLACEMENT

STEPS OF SITE SELECTION PROCESS


SCHOOL SUBJECTS CHART
WORK ACTIVITY CHECKLIST
WORK SITUATION CHECKLIST
APTITUDES EXERCISE
EXPRESSED INTERESTS
WORKER TRAIT GROUP MATRIX
LIST OF EXPERIENCE SITE PLACEMENT OPPORTUNITIES
EXPERIENCE SITE LEARNING GUIDES
EXPERIENCE SITE SELECTION FORM
REQUEST FOR PLACEMENT FORM


1
Student site selection mode; Request For Placement generated.
2
LC sends Request For Placement form to Placement Coordinator.
3
Placement Coor. (PC) checks specific info. on form against requirements indicated in the Learning Guide.*
4
Placement Coor. (PC) checks Log for Monitoring Resource Person Availability.
5
PC checks student waiting list.
6
PC checks student file and with Learning Coordinator (LC) for relevant information site may want to know.**
7
PC places call to experience site.
3a
For some reason, student cannot meet site requirements; form, with explanation returned to requesting LC.
4a
Site filled for date requested; form returned to requesting LC.
5a
Another student has priority; form returned to requesting LC.
7b
Student not placed. Site unavailable for some reason; form returned to requesting LC.
7a
Student placed. Information recorded on form, and three copies returned to LC. LC returns one completed copy to PC for file.
—— Move ahead to next step
---- Placement blocked alternative action

* Information such as days student has requested, time of day, etc.

** Some sites ask for related experience, age, home high school, etc., before considering a request.

SITE DEBRIEFING & EVALUATION FORM

NAME OF SITE ______________________ DATE ____________

RESOURCE PERSON ______________________

1. WAS THE DESCRIPTION IN THE LEARNING GUIDE ACCURATE? YES NO
   IF NO, EXPLAIN ______________________
2. LIST AT LEAST FIVE ACTIVITIES YOU WERE INVOLVED IN AT THE SITE.
   ____
   ____
3. LIST THE TITLES OF RESOURCES (SUCH AS MANUALS, WORKBOOKS, CATALOGS, AND PAMPHLETS) WHICH WERE AVAILABLE AT THE SITE. ______________________
   ____
4. HOW WAS YOUR EXPERIENCE SIMILAR TO OR DIFFERENT FROM WHAT YOU EXPECTED?
   ____
   ____
5. WHAT DID YOU ENJOY MOST/LEAST ABOUT YOUR EXPERIENCE?
   MOST ______________________
   LEAST ______________________
6. WERE THERE ANY OTHER TYPES OF JOBS AT THE SITE YOU WOULD LIKE TO EXPLORE OR HAVE RECRUITED? YES NO IF YES, EXPLAIN ______________________
   ____
7. DID YOUR RESOURCE PERSON APPEAR INTERESTED IN YOU? YES NO
8. WERE YOU GIVEN HELPFUL INSTRUCTION WHEN NEEDED? YES NO
9. WOULD YOU CONSIDER THIS CAREER AREA A POSSIBILITY WHEN CHOOSING A JOB. YES NO
10. HAVE YOU WRITTEN YOUR LETTER OF THANKS TO THE RP? YES NO
11. HAVE YOU UP-DATED YOUR RESUMÉ? YES NO
12. IN THE FOLLOWING SPACE, SUMMARIZE YOUR FEELINGS ABOUT YOUR EXPERIENCE AT THIS SITE.

STUDENT SIGNATURE ______________________

APPENDIX D

EVALUATION CORRESPONDENCE

Appalachia
Educational
Laboratory

September 22, 1978

Mrs. Frances Ruhlin
Career & Vocational Education
Fayette County Public Schools
701 East Main Street
Lexington, KY 40502

Dear Fran:

I am writing this letter to document for you the insights and perceptions that I obtained during my September 18-21 visit to the four EBCE laboratories and through the interactions with other EBCE staff members. Generally, I was quite pleased with what I saw and heard during the visit. It appears that many of the linkage problems (e.g., relating student characteristics to site placements) and justification problems (e.g., awarding academic credit for site related activities) experienced previously have been rectified. Substantial progress has been made in terms of procedural and/or mechanical activities. I would also like to express my congratulations to the total EBCE staff -- seldom does one see the dedication, interest, enthusiasm, and capability displayed by a project group. These characteristics will surely enhance the opportunity for a successful 1978-79 year and increase the likelihood of a successful future operation.

There are, however, some issues/procedures that I think could be improved. These concerns do not necessarily impede the operation of the program, but if adjusted, could lead to a more successful and efficient operation.

1. While the activity sheets (AS) appear to be adequate initially, increased site-related AS's are in order. Based on conversations with LC's, I found a hesitancy existing to utilize the CRC's. This hesitancy I believe is based on a misunderstanding of the purpose of the CRC's and on the lack of sufficient "core" materials upon which to base portions of the AS. The CRC's are resource documents to help the LC in preparing AS's. They do not represent the sum total of all (and only) that can be done -- they simply provide some suggested activities (both laboratory and community based) that are related to each of the interest areas in the Concepts/Objectives/Courses matrix. (It should be noted that this matrix

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also only provides a sampling of the universe of objectives available under the five disciplines.) The "core" materials themselves are not sacred -- they too simply represent an attempt to provide a resource for developing AS's. Therefore, any procedure or methodology for synchronizing the objectives in the CRC with Fayette County materials is acceptable; i.e., substitution of Fayette County materials for "core" materials is quite acceptable if it facilitates the utilization of CRC's in the preparation of AS's. I believe that this can be accomplished on an as-needed basis; i.e., as reference materials are needed for an objective/interest area, they can be determined (using input from other local teachers) and shared with other LC's. It should also be noted that use of the IGASP can facilitate the preparation of AS's.

2. In some cases it appeared that the procedures/methodology related to site selection could be improved. It is recommended that as the LC and student interact, as related to site selection, the LC should utilize the existing data base for selecting a site; i.e., instead of just utilizing "expressed interest" as the sole criterion, that the other assessment instrument results be used in the selection procedure. This would provide a mechanism for selection/placement in related or secondary WTG's as opposed to jumping to totally new (and not necessarily related) WTG's. My perception was that the "letter of the law" was being adhered to but that the "intent of the law" was being violated. The procedural/mechanical system is intact -- deviation from the delivery system may well result in the situation that occurred in the past. Perhaps some technical assistance in getting back to the basic procedures of the instructional delivery system is in order.

   It should also be noted that LC familiarity with the total site network could alleviate some placement bottlenecks and simultaneously reduce the number of requests for new site recruitment and analysis. It is usually preferable to expand an existing site than to recruit and analyze a new site.

3. While the average site placement is 3-4 weeks, this average is determined at the end of the school year; hence site placements throughout the school year should be from 1 to 13 weeks. The length of the selected placement should be determined as a function

of the LC/student counseling session in which such variables as student characteristics (determined through LC knowledge of the student personally, and the student's interests, needs, and abilities) and site characteristics (determined from LC knowledge of the site personally, and from information contained in the ESLG's) are taken into consideration.

4. While technical difficulties with respect to community sites can usually be handled by the placement coordinator and/or site analysts, site difficulties that are of a personal and/or psychological nature are in the domain of an LC's responsibilities. When such difficulties arise, they may well have to be resolved through a three-way interfacing of LC, RP, and student. A less-than - positive site placement can be turned into a knowledge-acquiring situation if the LC properly counsels the student regarding the placement. The LC's should become less receptive to immediately allowing a student to drop a site and request a new one. The student should be counseled in terms of investigating the job/career characteristics themselves, and only secondarily seeing the impact of interpersonal relationships that exist at the site.

5. Finally, I perceived that some RP's may still be using the "old" procedures of an initial "interview" to determine if a placement will occur -- this can be very discriminatory and should be eliminated. If the ESLG's are complete the LC and student should have relatively exact knowledge of the job site before placement occurs. If the knowledge or data is present, and if the student is adhering to the regulations presented in the ESLG's, then an employer theoretically should not need to "interview" students before placement. For example, if the ESLG indicates that for a placement at Site A, a male student must wear a coat and tie (and a female student must wear a dress), and if the student arrives at the site properly dressed, the RP should not refuse a placement. However, if such stated regulations are violated (for example, the student arrives in blue jeans and a t-shirt), the RP does have the right to refuse placement.

In summary, the EBCE staff and the operational activities deserve to be applauded. However, the concerns presented in this letter need to be investigated/remedied if a highly successful implementation is to occur.

If you have any questions, please give me a call.

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

cc: Mr. Ed Murphy
Dr. Harold L. Henderson

Appalachia
Educational
Laboratory

December 1, 1978

Mrs. Frances Ruhlin
Career & Vocational Education
Fayette County Public Schools
701 East Main Street
Lexington, KY 40502

Dear Fran:

This letter is intended to document for you the insights and perceptions that I obtained during my November 27-30 visit to Lexington. I was very pleased with what I saw and heard during my visit to the four EBCE facilities. The staff appeared to be genuinely interested in and dedicated to the EBCE concept as explicated by AEL in its EBCE model. Their enthusiasm and sincerity in implementing the model as designed is impressive.

I am well aware that the staff was presented with voluminous amounts of information and procedures during the July 31 - August 4 training sessions. I am also aware that Ms. Chris Lewis will be in Lexington December 4-7 to interact with the EBCE staff and provide Technical Assistance. It appears to me that such TA is in order -- while the staff are doing a tremendous job implementing the program, there is room for improvement. While modifications of the model may eventually be contemplated (based on local operating conditions/restrictions), it is very important to implement/operate the developed model so that future modifications are based on shortcomings of the model itself rather than on shortcomings/inadequacies of the personnel.

While the support positions (project director, placement coordinator, site analysts) seem to be fairly well under control, the Learning Coordinators -- those individuals who in essence have total responsibility for a student's academic and career program -- do have some weaknesses that, if corrected, could enhance the implementation, operation, and stabilization of the program. All LC's have a need to develop more integrated AS's. These AS's should integrate both academic activities and site experiences. There is also no reason why each activity sheet cannot incorporate a small activity related to sex-role stereotyping and an activity related to utilization of the SCG. Separate AS's should generally not be developed around a sex-stereotyping activity or the SCG.

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Specifically, at Bryan Station the LC should attempt to follow the system/procedures more closely. This includes maintaining current (up-to-date) records. Adherence to the system cannot help but enhance the credibility and legitimacy of the system.

At Lafayette, the LC needs to utilize more short-term AS's. While 3-5 week AS's are acceptable, they should be the exception rather than the rule. Long-term activity sheets (similar to projects from previous years) do not necessarily provide for changes that occur in the individual student as a function of weekly site-related experiences (i.e., do not capitalize on spontaneous events which occur at the site).

At Tates Creek, the LC needs to develop student RFP's based on the individual student's needs and interests, rather than upon the LC's perceptions or judgments of what the student may or may not be able to do. Past academic performance (as indicated by previous grades) is only an indication of a student's ability/willingness to perform in a structured traditional classroom -- it is not a predictor of the student's ability to perform/function in EBCE.

At Henry Clay, the LC should more strongly attempt to follow the system/procedures more closely. Utilizing self-designed procedures can lead to a breakdown in the total EBCE system, especially if the modifications/changes are based on an ignorance of the system mechanics, rather than on a thorough knowledge and understanding of the system after it has been tried. This forces one into a reinvention of the "wheel," as contrasted with the substitution or replacement of inadequate "spokes" of the wheel.

Again, I would like to indicate that after perusing my letter to you dated September 22, I believe that some of the points are still germaine to the situations/issues confronting EBCE (e.g., points 1 and 2). The EBCE staff do need to be commended for their enthusiasm and willingness to openly confront and discuss the concerns that are delimiting the totally successful implementation and operation of EBCE.

If you have any questions, please give me a call.

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

cc: Ed Murphy
    Dr. Harold Henderson

Appalachia
Educational
Laboratory

February 20, 1979

Mr. Edward Murphy
Mrs. Frances Ruhlin
Fayette County Public Schools
701 East Main Street
Lexington, KY 40502

Dear Ed and Fran:

This letter is intended to document for you and other appropriate personnel the insights and perceptions that I obtained during my February 12-14 visit to the four Lexington EBCE sites and through interaction with other EBCE staff members. Generally, I was quite pleased with what I saw and heard during the visit. However, rather than giving you a general composite overview about the Fayette County operations as I have done in the past (e.g., see the letters dated September 22 and December 1, 1978), I have decided to provide you with specific comments about each EBCE site (see Attachments). Hopefully, this specificity will provide you with information so that appropriate action may be taken to rectify any dissonant situations. Although I did not investigate the site visit/call procedures for site maintenance, I would strongly recommend that all LC's continue to engage in such activities.

If you have any questions or need additional information to explicate the site summaries, please feel free to contact me.

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

cc: Chuck Maxson, Leo Brewsaugh - Attachment A
Deborah Embry, Bill Hurt - Attachment B
Rick Kazee, Dwight Price - Attachment C
Sherrie Binkley, Warren Featherston - Attachment D

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xerox copies to: Dr. Potts
Asst. Supts.
J. J. Dunn
Mark Brown
Principals + Assts.
EBCE Staff

Appalachia
Educational
Laboratory

April 30, 1979

Mrs. Frances Ruhlin
Fayette County Schools
701 East Main Street
Lexington, KY 40502

Dear Fran:

I would like to thank you and your staff for the tremendously enjoyable experiences that I have had the opportunity to encounter during my three years of association with your EBCE program. As you continue to work with EBCE always remember the following: the person who really wants to do something finds a way; the person who doesn't finds an excuse.

I am not writing this letter as simply a collection of my thoughts on my recent trip to Lexington (April 24-27), but rather as a reflection of my feelings and concerns that relate to current problems and anticipated difficulties. It should be considered as a final wrap-up/reminder letter. The following issues are presented in random order; each issue, while deserving to be assigned a "top priority" rating, nonetheless is of such crucial significance as to be detrimental to the program's operation/continuation if not dealt with in a forceful manner.

(1) EBCE Referral System. In order that an EBCE program operate, it is essential that sufficient numbers of students be recruited into the program. While the four LC's should have the opportunity to go into classrooms and recruit EBCE students, the total responsibility for the recruitment process should be shared with those other individuals who have been given the authority by the school system to direct and guide students in their academic plans -- the school counselors. Although a counselor may be responsible for the guidance of about 300 students (100 each in the sophomore; junior and senior classes), it does not seem like a great burden to me for each counselor to refer, for example, just 2 sophomores and 4 juniors to the EBCE program. The resultant 30-36 students could then be pooled with those recruited either by the LC or other students. This student pool could then be

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used by the LC for purposes of final selection for program participation. If EBCE is as important to Fayette County as the Superintendent and certain Board of Education members say that it is, then it is equally important that the EBCE referral system be implemented/continued with greater enthusiasm and dedication. It always amazes me that while students, parents, community leaders, and school administrators in top positions support EBCE with great enthusiasm, it is the remaining majority of educators who either overtly or covertly oppose the continuation of EBCE. Nonetheless, it is of the utmost importance that you and your colleagues institute a functioning EBCE referral system that becomes institutionalized into the behavior patterns of all concerned. Furthermore, in order that the EBCE program does not receive an undeserving negative image, it is important that "good" students (and not just the "high-risk" students) are referred to the program.

(2) Secretarial Support. While I must compliment Fayette County for its decision to continue EBCE with local monies during the 1979-80 school year, I am concerned with the decision not to provide financial support for secretarial services. EBCE does not function like traditional educational programs -- it is individualized and also integrated in terms of its academic and community-based components. Consequently, funding/support strategies must take these differences into consideration. In order to maintain and preserve the accountability associated with the EBCE operation, it is imperative that secretarial support be provided. An EBCE instructional delivery system with a professional staff of 7.0 FTE cannot function without sufficient secretarial support (at least 1.0FTE). It would be a pity if EBCE failed in Fayette County, not because of lack of community support or inadequacies in the instructional delivery system, but because of the lack of appropriate staffing procedures. I strongly recommend that you resolve this issue by securing adequate secretarial support services.

(3) Other Staffing Concerns. There are two other staffing concerns that need to be discussed. They are the Placement Coordinator and the Program Director.

It is my understanding that Marylynn Cunningham will resign from her position at the end of this school year. I have been very impressed with Mrs. Cunningham's maintenance of confidentiality, dedication, tact, concern and ability as related to community liaison and placement activities. Because of the community site network that has been established over the past three years, I believe that a reduction in the effort being allocated to the experience site recruitment and analysis procedures is warranted. Hence, I recommend that the Placement/Liaison position be full-time (1.0 FTE) and that the new employee (to the greatest extent possible) possess characteristics similar to those possessed by Mrs. Cunningham. Allocation of 1.0 FTE to site recruitment and analysis should be sufficient for new sites which are needed/requested.

It is also my understanding that as a function of the Board of Education's decision to fund EBCE for one year with local funds, your position as Program Director was changed from an administrative status (with subsequent reduction in salary). It is my belief that placing you on the same level as the Learning Coordinators can only be detrimental to the program's operation and continued existence. It is also my understanding that staff are "assigned/allocated" as a function of the membership of the four high schools; i.e., each LC's immediate supervisor is the basically autonomous high school principal. If this is the case, then who reports to you and what activities/tasks do you control? It appears to me that you have all the responsibility of a Program Director, yet have no authority as it relates to program decision-making concerns. I strongly recommend that you get your status reassigned to the administrative-control level, or four schools, each possibly pulling in four different directions, will literally tear EBCE apart.

(4) Instructional Delivery System. The most important part of an EBCE program (holding constant personnel and financial factors) is the instructional delivery system. The EBCE system has several unique characteristics which, if not preserved, will result in a shift in the nature and direction of the program. This can be detrimental to continuation and institutionalization in the Fayette County School System. The first characteristic is individualization. It is important that the LC and student negotiate the Activity Sheets on a weekly basis and that the Cross Reference Catalogs, Career Guide, Experience Site Learning Guides, and Program Guide be utilized in developing the individualized Activity Sheets. The second characteristic is integration. In order that the academic activities that a student encounters are relevant and realistic, it is important that the Activity Sheets display (to the greatest extent possible) tasks/projects/assignments which integrate both academic requirements and experience site learning potentials. The third characteristics is community-based learning. It is essential that students spend time in the community -- each day spent back in the learning center does not provide students with the opportunities for experiential learning. The fourth characteristic is documentation/accountability. In order that the total instructional delivery system function as designed, it is essential that records be kept and that they be up-to-date. If each LC does not maintain the documentation necessary for accountability, you will eventually have a program which will neither be able to explain nor justify its existence. Attachment B of my February 20, 1979 letter to you and Ed Murphy depicts many of the problems that can arise if any component is not utilized and linked together legitimately.

EBCE is Experience-Based Career Education -- it is also Everybody Being Concerned Everyday. The EBCE system is sound, but you and your staff must make it work.

Best of luck to you in the future and remember -- students should be educated the way we were because, after all, WE are perfect. Right??

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

cc: Ed Murphy

APPENDIX E

FINAL EVALUATION REPORT

FINAL EVALUATION REPORT
for the
Fayette County Part D
Experience-Based Career Education Program
Lexington, Kentucky

Project No. 502-AH6-0002

Grant No. G04-76-03002

Joe E. Shively, Ph.D.

Carolyn S. Davis

Experiential Education Division
Appalachia Educational Laboratory
Charleston, West Virginia
June, 1979

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FINAL EVALUATION

The operation of an EBCE program requires evaluation activities to provide quantitative and qualitative evidence of an efficient and effective product. The United States Office of Education (USOE) requires evaluation as a contingency for funding; specifically, the USOE requires that evaluation activities be conducted on Part D demonstration grants by an independent third-party evaluator. Fayette County again selected the Appalachia Educational Laboratory (AEL) as the agency to conduct the comprehensive and objective evaluation of their program installation and operation.

Evaluation Plan

An EBCE evaluation plan was developed which delineated procedures pertinent to developing valid and reliable evidence regarding product effectiveness for purposes of decision-making. The evaluation plan presented the specific techniques and analytical procedures to be used in treating the data collected during the second year of program operation.

Design

In order that a rigorous and valid evaluation be conducted, it was necessary to establish a non-EBCE group whereby appropriate comparisons may be made. This non-EBCE comparison group was comprised of a random sample of traditional students, some of whom participated in the recruitment process but were not selected for matriculation into the program.

Primary Hypotheses

The following major hypotheses were tested under experimental design conditions. All dealt with one year's effects of the EBCE Program:

1. Experimental students (E) will acquire significantly greater ($p < .10$) mastery in career knowledge than comparison students (C) in a traditional high school.
2. Experimental students (E) will acquire significantly greater ($p < .10$) career maturity than comparison students (C) in a traditional high school.
3. Experimental students (E) will develop significantly more positive ($p < .10$) attitudes toward learning environments than comparison students (C) in a traditional high school.
4. Experimental students (E) will develop significantly less ($p < .10$) sex-role stereotyping than comparison students in a traditional high school.
5. Experimental students (E) will develop significantly more ($p < .10$) internally oriented locus of control than students in a traditional high school.

Instrumentation. The following instruments were utilized in pre/post testing each of the above stated hypotheses:

1. The second subtest of the Student Attitude Survey (SAS) deals with career knowledge and planning and was used to test the related hypothesis. (Appendix A)
2. The New Mexico Career Oriented Activities Checklist (NMCOAC) was used to measure students' career maturity and involvement in the career choice process. (Appendix B)

3. The Assessment of Student Attitudes (ASA) is the first subtest of the Student Attitude Survey (SAS) and was used to provide an assessment of student attitudes toward various aspects of schooling and the total learning environment.
4. The JOBS instrument was utilized to measure the degree to which sex-role stereotyping occurred. (Appendix C)
5. The Nowicki-Strickland (ANS-IE) was used to measure the change of internal versus external locus of control. (Appendix D)

The Student Information Questionnaire (SIQ) was utilized to obtain basic demographic data about the students and was administered only on a pre-test basis. (Appendix E)

Testing Schedule. Based on the experimental design being utilized in this study, both EBCE and comparison students were pretested at the beginning of the school year. Students exiting the program at the end of the year were posttested. Since Fayette County operates on quarters (12 weeks each), some students pretested in the fall opted out of the program at the end of the first quarter and some at the end of the second quarter. These students were not posttested.

Data Analyses. Based on the experimental design being utilized, appropriate statistical analyses were selected and conducted to test the main effects associated with each hypothesis. These analyses included both descriptive and inferential statistics.

Secondary Hypotheses

Parents and employers were also administered appropriate assessment instruments to determine their attitudes toward the EBCE program. The following hypotheses associated with these topic areas were investigated:

6. Parents of EBCE students will have positive attitudes toward the EBCE Program.
7. Community resource persons will have positive attitudes toward the EBCE Program.

Instrumentation. The following instruments were used to investigate each of the above hypotheses.

6. The Parent Opinion Survey was utilized to assess parents' attitudes toward the EBCE Program. (Appendix F)
7. The Employer Questionnaire was utilized to assess experience site personnel's attitudes toward the EBCE program as it was implemented at their site. (Appendix G)

Testing Schedule. Employers and parents received their questionnaires only at the end of the testing period (since these assessments were directed at operation characteristics, pretesting would be based on an empty set of experiences). These questionnaires/surveys were mailed to the parents and employers with instructions for completing the forms and returning them in stamped self-addressed envelopes.

Data Analyses. Statistical analyses were also selected and conducted to test these secondary hypotheses. These analyses included descriptive statistics.

Additional Procedures

Information not related to respondent group outcomes was also collected and analyzed. Input on process objectives and other aspects of program implementation and operation was obtained from/provided to EBCE staff on an informal basis throughout the year. End of the year EBCE staff perceptions were also obtained using the EBCE Staff Questionnaire. (Appendix H)

RESULTS

During year three of operation, Fayette County again became involved in a system of mutual adaptations--a process of modification of the AEL/EBCE model and of the local implementation site. Both state and local needs and constraints were taken into consideration as the program was operated and revised. These adaptations hopefully impacted students, parents, experience site personnel, and the EBCE staff. Thus, impact data will be presented in the following order: student demographic data; student outcome data; parent, experience site personnel, and the EBCE staff perceptions/opinions; and evaluator comments/insights about the implementation/operation/demonstration/dissemination/institutionalization process.

Student Demographic Data

Although many students participated in the EBCE program during the school year, demographic data (as well as outcome data) are presented for only those students who took pretests in the fall and posttests at the end of the third quarter or school year (Groups E and C). Table 1 presents the demographic data obtained on the SIQ.

Table 1

From Table 1 it can be seen that there were more females than males enrolled in EBCE (64%) and about the same percentage (57%) of the comparison group were females. Seven-eighths (88%) of the EBCE students were white; for the comparison students, however, 79% were white. While Fayette County did not

Table 1

Demographic Frequency (SIQ) of EBCE and Comparison Students

Variable	E	C
n =	42	56
Sex		
Male	15	24
Female	27	32
Ethnic Group		
White	37	44
Black	5	12
Other	0	0
Grade		
12th	21	15
11th	21	41
Father's Education		
Less than High School	6	8
High School	16	10
More than High School	18	37
Missing	2	1
Mother's Education		
Less than High School	8	8
High School	19	19
More than High School	15	28
Missing	0	1
Number of Sibling Dropouts		
None	38	45
One	[illegible]	9
Two or more	0	1
Missing	0	1

Variable	E	C
n =	42	56
Long-range Goals		
Clerical	3	5
Craftsman	2	4
Farmer	0	0
Homemaker	1	1
Laborer	0	2
Manager	1	2
Military	0	1
Operative	0	0
Professional	17	28
Proprietor	1	1
Protective Service	2	1
Sales	0	0
Service	1	1
Technical	4	3
Other	7	2
Don't Know	2	5
Missing	1	0
Expectation one year later		
Working full-time	5	5
Entering OJT	0	1
Military	0	1
Homemaker	0	0
Academics - Jun./Comm. College	1	2
Tech/Voc. - Jun./Comm. College	2	0
4-Year College/University	24	35
Working part-time	0	0
Vocational School	6	9
Other	2	1
Missing	2	2

Table 1 (Cont'd)

Demographic Frequency (SIQ) of EBCE and Comparison Students

		E	C			E	C
Variable	n =	42	56	Variable	n =	42	56
Major field of study				Mother's Occupation			
General		15	11	Clerical		8	3
Voc. Ed.		3	11	Craftsman		1	0
College Prep.		17	27	Farmer		0	0
Other		2	2	Homemaker		17	23
Missing		5	5	Laborer		1	0
				Manager		2	2
Father's Occupation				Military		0	0
Clerical		0	0	Operative		1	1
Craftsman		4	6	Professional		4	8
Farmer		1	0	Proprietor		0	0
Homemaker		0	0	Protective Service		1	0
Laborer		0	2	Sales		3	7
Manager		9	10	Service		1	10
Military		4	0	Technical		1	0
Operative		8	6	Missing		2	2
Professional		6	8				
Proprietor		4	7				
Protective Service		1	2				
Sales		1	5				
Service		0	2				
Technical		1	5				
Missing		3	3				

utilize sophomores in their program, 50% of the full year EBCE students were seniors; for the comparison group only 27% were seniors.

Only 14% of the EBCE students' fathers had less than a high school education, 38% had a high school education, and nearly 43% had some post-secondary education. No data were available on two fathers. For comparison students, 14% of the fathers had less than a high school education, 18% had a high school education, and 66% had some post-secondary education. For the mothers of EBCE students, 19% had less than a high school education, 45% had a high school education, and nearly 36% had some post-secondary education. For the mothers of comparison students, 14% had less than a high school education, nearly 34% had a high school education, and 50% had some post-secondary education. Although there were more juniors in the comparison group than in the EBCE group, the parental educational levels for these comparison students were higher than for the EBCE students.

In terms of the number of siblings who dropped out of school, 90% of the EBCE students indicated that they had had no siblings who dropped out. For the comparison students 80% also indicated no siblings who had dropped out of school.

In response to the SIQ question on the long-range goals, 43% of the EBCE students indicated MANAGERIAL or PROFESSIONAL goals, 21% indicated that they didn't know or had OTHER non-specific long-range goals, and 10% indicated TECHNICAL long-range goals. Of the comparison students 54% indicated MANAGERIAL or PROFESSIONAL goals, 13% indicated CRAFTSMAN or TECHNICAL goals, and 13% indicated no knowledge of or unspecified OTHER long-range goals. Not one of the EBCE or comparison students indicated a long-range goal of being a farmer or farm-manager.

Over 57% of the EBCE students expected to be attending a four-year college or university one year after completing high school, 12% expected to be working full-time, and over 21% expected to be attending or taking courses at a vocational, technical, trade, or business school or at a junior college. Over 62% of the comparison students expected to be attending a four-year college or university one year after completing high school, nearly 20% expected to be involved with courses at a vocational, technical, or business school, but only 9% expected to be working full-time. Although over one-half of the respondents were female, not one of the EBCE or comparison students indicated that they expected to be a homemaker or housewife one year after completing high school.

Over 35% of the EBCE students were enrolled in a general curriculum field of study, over 40% were enrolled in a college preparatory curriculum, and 7% were enrolled in a vocational education curriculum. Of the comparison students over 19% were enrolled in a general curriculum, over 48% were enrolled in a college preparatory curriculum, and over 19% were enrolled in a vocational education curriculum.

Over 45% of the EBCE students' fathers were employed in professional, administrative, or proprietary positions; over 28% were employed as laborers, craftsmen, or operatives; nearly 10% were in the military; but over 7% of the data on fathers' occupations was missing. Over 44% of the comparison students' fathers were employed in professional, administrative, or proprietary positions; 25% were employed as laborers, craftsmen, or operatives; 9% were engaged in sales; and 9% were in technical occupations. Thus fathers of EBCE students and fathers of comparison students were primarily professionals, managers, or proprietors.

Over 40% of the mothers of EBCE students were homemakers or housewives; over 14% were employed in professional, administrative or proprietary positions; over 19% were employed in clerical positions; and nearly 10% were in sales/service. Over 41% of the mothers of comparison students were homemakers or housewives, nearly 18% were employed in professional or administrative positions, only 5% were employed in clerical positions, and 30% were in sales/service. Thus mothers of EBCE and comparison students were similarly represented in the various occupational groupings.

In summary, demographic data indicate that EBCE and comparison students were very similar as a group in terms of sex, race, number of sibling dropouts, parental occupations, long-range goals, and short term goals. Parental education levels and students' grade levels showed the greatest differences.

Outcome Data

The impact and effect of the EBCE program on various respondent groups was determined by testing a number of hypotheses. The format of this section is to state each hypothesis, give the source of the data collected to test the hypothesis and the procedure used for hypothesis testing, a description of the findings, and a summary. While pertinent data are presented within each section, complete analysis of variance (ANOVA) and/or analysis of covariance (ANCOVA) tables are presented in Appendix I.

Hypothesis 1

The first student outcome hypothesis related to acquisition of career knowledge: EBCE students will acquire significantly greater mastery in career knowledge than comparison students in a traditional high school.

Data used to test this hypothesis were students' scores on the second subtest of the SAS. This second subtest not only provided a composite score (attitude toward Work) but also two partial scores: career knowledge and career planning. An analysis of variance (ANOVA) procedure was utilized to test the second hypothesis.

Table 2 presents the statistics on the SAS - Part 2 outcomes.

Table 2

Statistics presented in Table 2 indicate that the EBCE and comparison students had equivalent scores on both subsections and the composite at the pretest period. Subsequently, EBCE students scored significantly higher on the career knowledge portion. Thus based on the data presented in Table 2 and on subsequent statistical analyses, the second hypothesis was not rejected. The EBCE students did acquire significantly greater mastery in career knowledge than did comparison students. However, significant results were not reflected in the career planning and composite Work scores.

Figure 1 graphically displays the test results from the SAS - Part 2.

Figure 1

From Figure 1 it can visually be seen that EBCE students showed positive growth in career knowledge, career planning, and composite attitude towards work; whereas, comparison students showed only very slight growth in career knowledge and the composite attitude towards work.

Table 2

SAS - Part 2 Data

	n	$\bar{X}$	s	range	F	p
Career Knowledge (12-60 points)						
E - Pre	41	45.4	6.4	33-60	0.16	-
C - Pre	56	46.0	6.3	32-58		
E - Post	41	48.8	6.6	34-60	3.26*	.10
C - Post	56	46.1	7.6	19-60		
Career Planning (10-50 points)						
E - Pre	41	39.8	4.9	28-49	0.07	-
C - Pre	56	39.9	5.6	29-49		
E - Post	41	40.4	5.8	25-50	0.19	-
C - Post	56	39.9	6.1	16-50		
Work (22-110 points)						
E - Pre	41	85.2	9.8	64-108	0.09	-
C - Pre	56	85.8	10.7	66-107		
E - Post	41	89.2	11.3	63-108	1.66	-
C - Post	56	86.0	12.7	35-110		

*$F_{.10}(1,95) = 2.77$

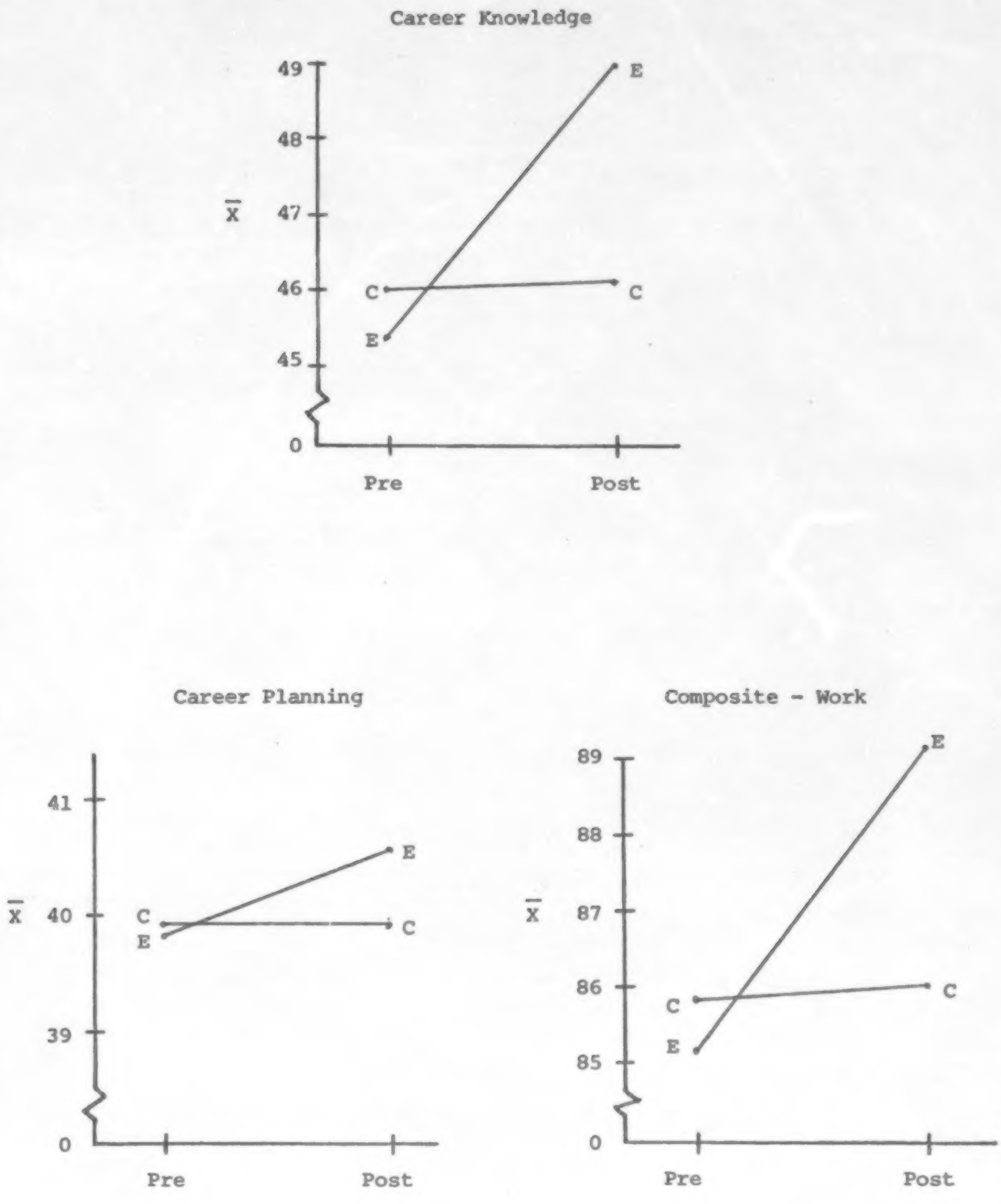

Figure 1

SAS - Part 2 Data

Hypothesis 2

The second hypothesis associated with student outcome data related to career maturity: EBCE students will acquire significantly greater career maturity than comparison students in a traditional high school. Data used to test this hypothesis were students' scores on the NMCOAC. An analysis of variance (ANOVA) procedure was utilized to test the second hypothesis.

Table 3 presents the statistics on the NMCOAC outcomes.

Table 3

Statistics presented in Table 3 indicate that the EBCE and comparison students had equivalent scores on the pretest. However, EBCE students had significantly more positive scores on the posttest. Thus, based on this data and the statistical analyses, the second hypothesis was not rejected. The EBCE students did acquire significantly greater career maturity than comparison students.

Figure 2 graphically displays the test results from the NMCOAC.

Figure 2

From Figure 2 it can visually be seen that EBCE students showed a tremendous positive growth in career maturity. Comparison students, however, displayed only a slight growth in career maturity.

Table 3

NMCOAC Data

(0-69 points)

	n	$\overline{X}$	s	range	F	p
E - Pre	40	23.7	7.7	7-45	0.02	-
C - Pre	56	23.9	8.3	4-40		
E - Post	40	31.9	8.2	14-47	11.33*	.005
C - Post	56	26.0	8.6	2-41		

$^*F_{.005}(1,94) = 8.32$

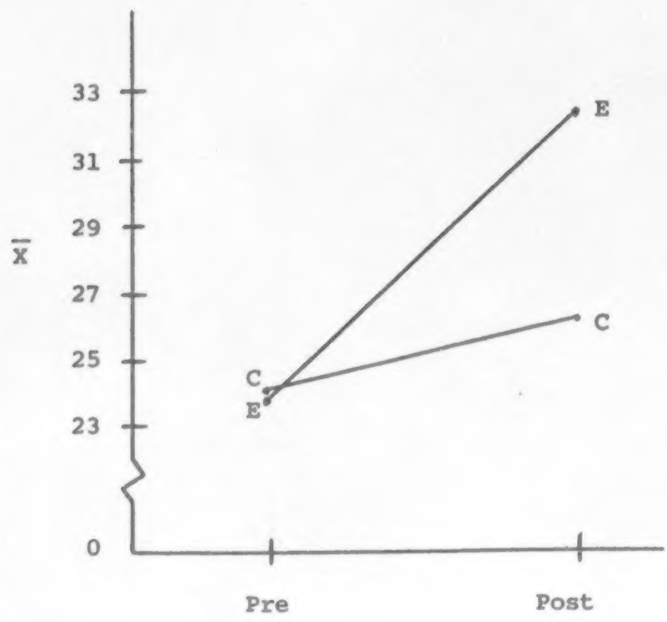
Career Maturity

Figure 2

NMCOAC Data

Hypothesis 3

The third student outcome hypothesis related to attitudes toward learning environments: EBCE students will develop significantly more positive attitudes toward learning environments than comparison students in a traditional high school. Data used to test this hypothesis were students' scores on Part 1 of the SAS. Part 1 of the SAS yields five different scores: attitude toward education in general, school curriculum, school resources, school counseling, and overall learning environment (composite). Analysis of variance (ANOVA) was used to test the fourth hypothesis.

Table 4 presents the statistics on the five outcomes of Part 1 of the SAS.

Table 4

Data and statistics presented in Table 4 indicated that an analysis of variance procedure was necessary for all five scores, since mean scores on the pretests (E vs C) were not significantly different. On all five sets of pretest data the EBCE students obtained higher scores than did the comparison students. Similarly, on all five sets of posttest data the EBCE students had higher scores than did the comparison students. On three subparts (education in general, school counseling, and the total learning environment) EBCE students had significantly higher posttest scores.

Figure 3 graphically displays the test results for the five subscales of Part 1 of the SAS.

Figure 3

Table 4

SAS - Part 1 Data

	n	$\bar{X}$	s	range	F	p
Part a - Education in General (7-35 points)						
E - Pre	42	26.8	5.1	14-35	0.78	-
C - Pre	56	25.8	5.2	10-34		
E - Post	42	28.0	4.0	18-35	7.79*	.01
C - Post	56	25.3	5.4	8-35		
Part b - School Curriculum (5-25 points)						
E - Pre	42	20.1	3.1	14-25	1.80	-
C - Pre	56	19.1	4.0	6-25		
E - Post	42	20.2	2.8	13-25	0.59	-
C - Post	56	19.6	3.7	10-25		
Part c - School Resources (9-45 points)						
E - Pre	42	32.4	5.1	19-42	0.85	-
C - Pre	56	31.4	5.0	20-44		
E - Post	42	32.8	6.3	20-43	0.64	-
C - Post	56	31.8	5.6	18-44		
Part d - School Counseling (5-25 points)						
E - Pre	42	16.5	4.3	6-25	2.16	-
C - Pre	56	15.3	3.8	7-24		
E - Post	42	17.3	4.3	9-25	7.85*	.01
C - Post	56	14.8	4.4	5-24		
Composite - Total Learning Environment (26-130 points)						
E - Pre	42	95.7	14.0	57-119	1.82	-
C - Pre	56	91.7	15.4	46-121		
E - Post	42	98.3	14.8	65-122	4.45**	.05
C - Post	56	91.6	16.4	53-122		

*$F_{.01}(1,96) = 6.94$ **$F_{.05}(1,96) = 3.95$

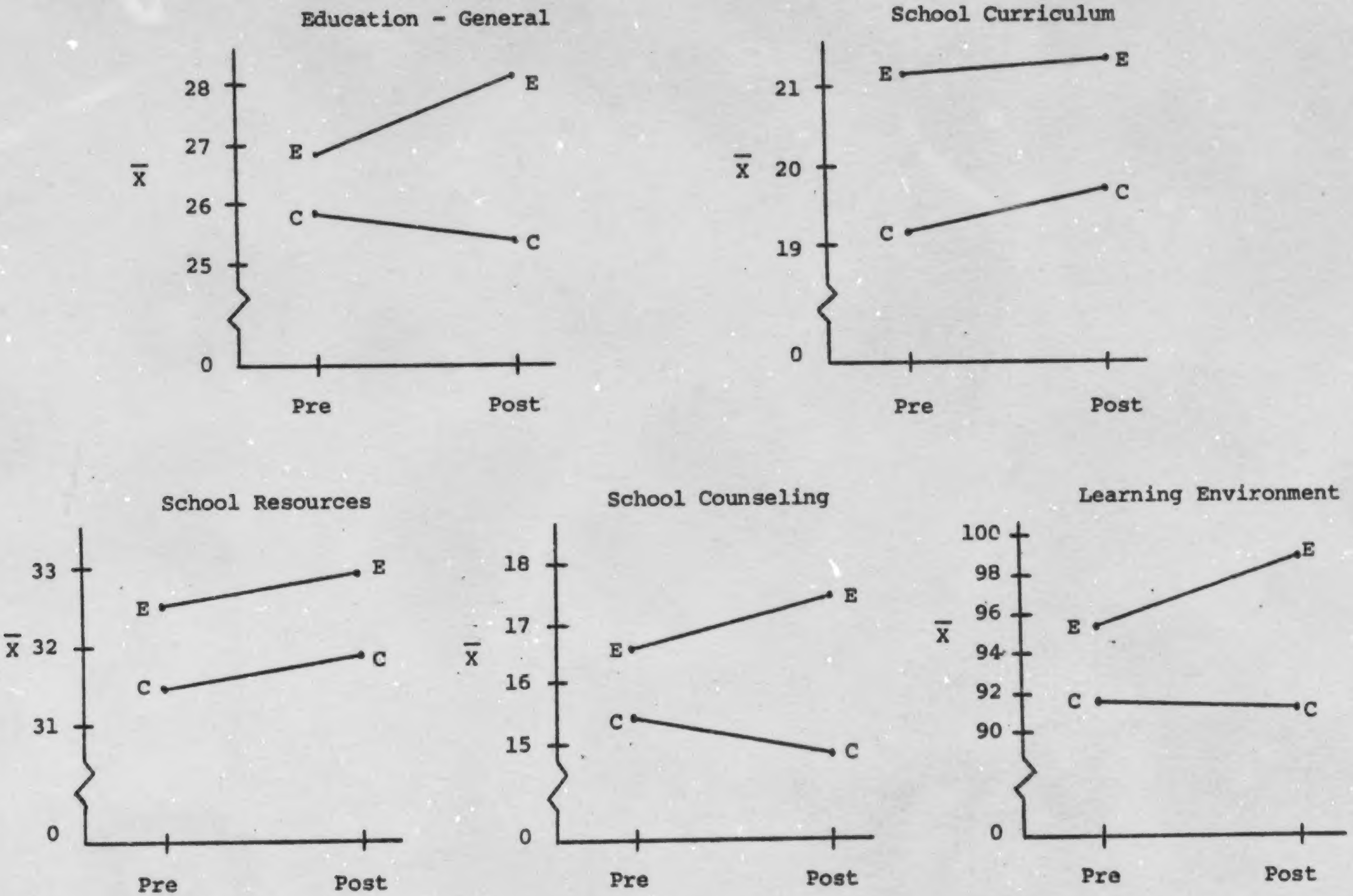

Figure 3

SAS - Part 1 Data

From Figure 3 it can visually be seen that EBCE students made positive gains on all five subparts, whereas comparison students' scores declined on three subparts. Thus, based on the data presented in Table 4 and visually displayed in Figure 3, the third hypothesis was not rejected. EBCE students did develop significantly more positive attitudes toward the learning environment than did the comparison students.

Hypothesis 4

The fourth hypothesis associated with student outcome data related to sex-role stereotyping: EBCE students will develop significantly less sex-role stereotyping than comparison students in a traditional high school. Data used to evaluate the fourth hypothesis were students' scores on the JOBS instrument. Analysis of variance (ANOVA) procedures were utilized to test the fourth hypothesis.

Table 5 presents the data and statistics on the JOBS outcomes.

Table 5

The information presented in Table 5 indicates that the two groups were initially the same. When posttest scores were analyzed (using ANOVA) there was still no difference. Results indicate that EBCE students exhibited less sex-role stereotyping during the period that they were enrolled in EBCE. During the same period of time, however, the comparison students also exhibited less sex-role stereotyping.

Figure 4 graphically displays the results from the JOBS scale.

Figure 4

Table 5

JOBS Data

	n	$\bar{X}$	s	range	F	p
Men (0-30 points)						
E - Pre	42	7.9	4.7	0-16	2.66	-
C - Pre	56	6.3	4.8	0-16		
E - Post	42	5.6	5.0	0-15	0.07	-
C - Post	56	5.3	4.2	0-13		
Women (0-30 points)						
E - Pre	42	3.9	2.8	0-9	0.21	-
C - Pre	56	3.6	2.8	0-9		
E - Post	42	2.8	2.8	0-8	0.30	-
C - Post	56	3.1	2.5	0-9		
Both (0-30 points)						
E - Pre	42	18.3	6.8	8-30	1.30	-
C - Pre	56	20.1	8.6	6-30		
E - Post	42	21.6	7.4	8-30	0.00	-
C - Post	56	21.6	6.4	9-30		

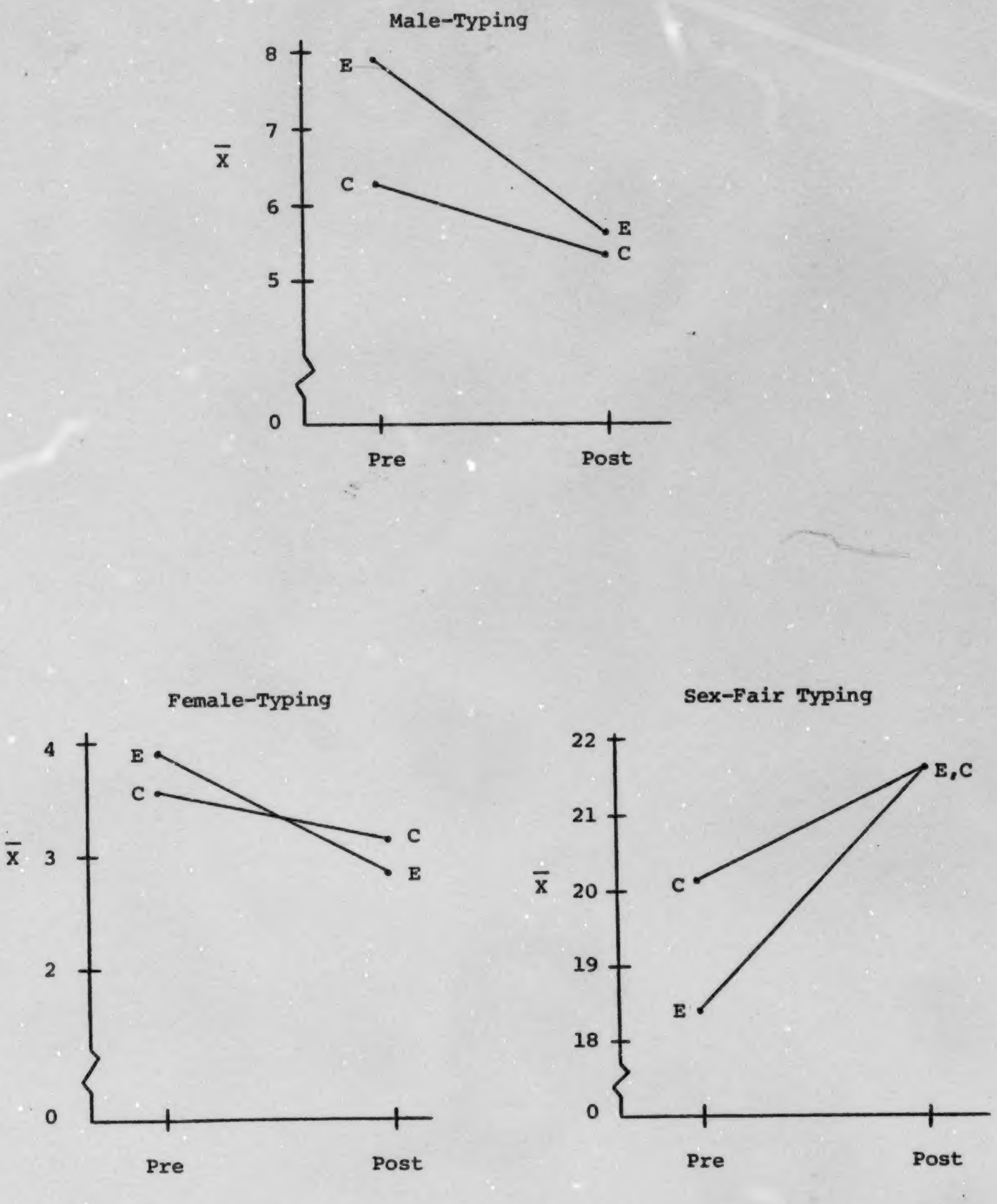

Figure 4

JOBS Data

From Figure 4 it can be seen that for the partial score related to stereotyping males, both EBCE and comparison students exhibited progressively less over the time period. It can also be seen that EBCE and comparison students exhibited less female stereotyping over the time period. When one looks at the combined scores (sex-fair typing), it can therefore be seen that both EBCE and comparison students are stereotyping progressively less. Although the fourth hypothesis must be rejected -- EBCE students did not develop significantly less sex-role stereotyping than comparison students -- the results of the EBCE program operation were favorable.

Hypothesis 5

The fifth hypothesis associated with student outcome data related to locus of control: EBCE students will develop significantly more internally (therefore less externally) oriented locus of control than comparison students. Data used to evaluate the sixth hypothesis were students' scores on the ANS-IE instrument. Analysis of variance (ANOVA) and covariance (ANCOVA) procedures were used to test the hypothesis.

Table 6 presents the data and statistics on the ANS-IE outcomes.

Table 6

The data presented in Table 6 indicate that the two groups were initially significantly different -- EBCE students felt more externally controlled than did their counterparts. By the end of the year, EBCE students felt no less internally oriented than did the comparison students.

Figure 5 graphically displays the results from the ANS-IE scale.

Figure 5

Table 6

ANS-IE Data

(0-40 points)

	n	$\overline{X}$	s	range	F	p
E - Pre	42	12.1	5.0	4-24	4.55*	.05
C - Pre	56	10.1	4.5	2-23		
E - Post	42	10.5	6.0	2-27	2.16	-
C - Post	56	8.8	4.8	1-21		
E - Post Adj.		9.8			0.06	-
C - Post Adj.		9.5				

$^*F_{.05}(1,06) = 3.95$

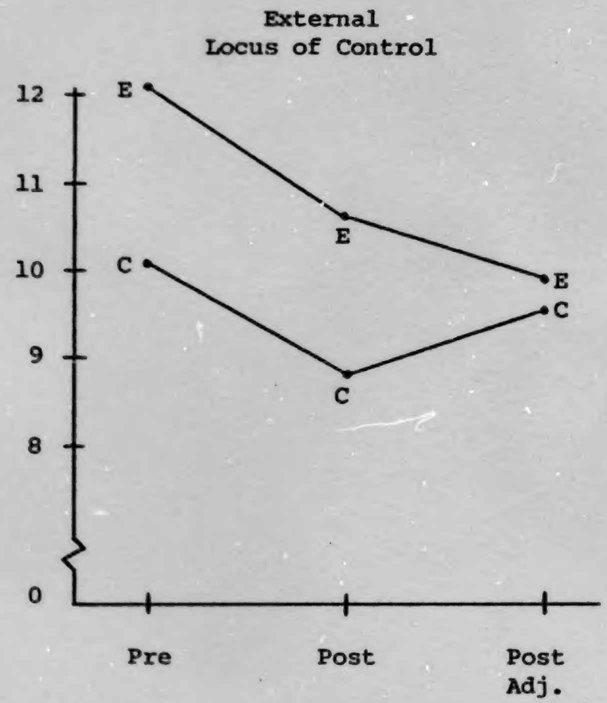

Figure 5

ANS-IE Data

From Figure 5 it can be seen that EBCE students did reduce the significant gap that existed between them and the comparison students. Although the fifth hypothesis must be rejected -- EBCE students did not develop significantly more internal locus of control -- participation in the EBCE program does appear to increase internality and reduce externality.

Additional Student Hypotheses

Although not part of the overall evaluation plan, two additional research hypotheses were developed and student data were collected to test them. The first additional hypothesis related to attitude towards self: EBCE students will develop significantly more positive attitudes toward self than will comparison students in a traditional high school. The second additional hypothesis related to attitude of self towards others: EBCE students will develop significantly more positive attitudes toward others than will comparison students. Data used to test the first additional hypothesis were students' scores on Part 3 of the SAS and data used to test the second additional hypothesis were students' scores on Part 4 of the SAS. Analysis of variance (ANOVA) procedures were utilized to test each of the additional hypotheses.

Table 7 presents the statistics on the student outcomes on Part 3 and Part 4 of the SAS.

Table 7

Data presented in Table 7 show that the EBCE and comparison students had equivalent pretest and posttest scores on both Parts 3 and 4 of the SAS.

Table 7

SAS - Parts 3 and 4 Data

(Self and Others)

SAS - Part 3: Self (19-95 points)

	n	$\bar{X}$	s	range	F	p
E - Pre	42	72.5	15.2	50-92	0.09	-
C - Pre	56	73.4	13.2	39-95		
E - Post	42	73.0	16.3	53-95	0.45	-
C - Post	56	75.2	15.1	36-95		

SAS - Part 4: Others (13-65 points)

	n	$\bar{X}$	s	range	F	p
E - Pre	42	49.1	10.2	30-65	0.57	-
C - Pre	53	50.4	5.6	20-65		
E - Post	42	49.2	10.2	37-65	0.74	-
C - Post	53	50.8	7.5	34-65		

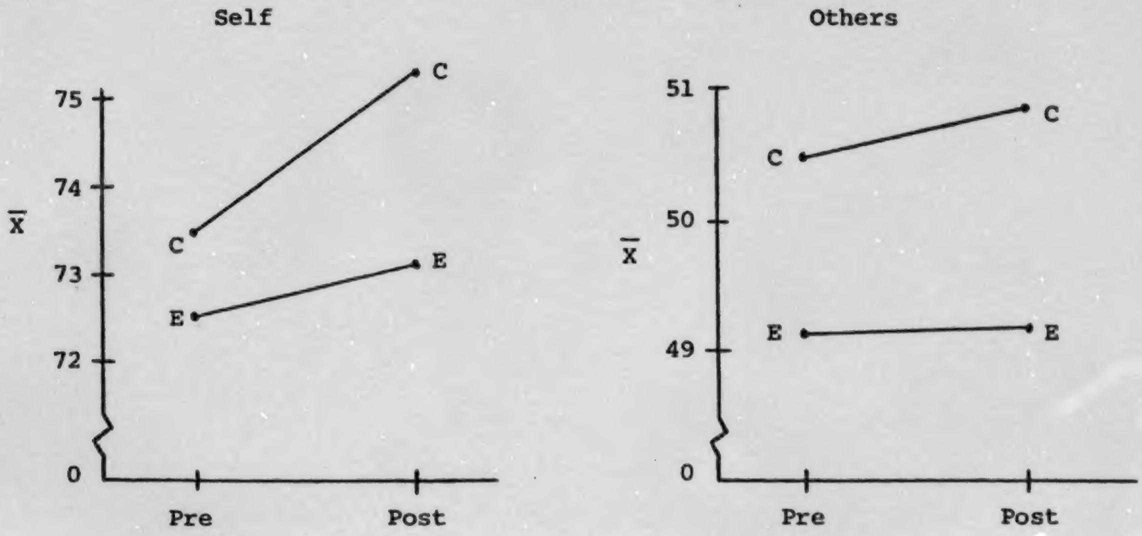

Figure 6

SAS Parts 3 and 4 Data

Both E and C students did show increases in their attitudes toward self and others.

Figure 6 graphically displays the test results from Part 3 (self) and Part 4 (other) of the SAS.

Figure 6

From Figure 6 it can be seen that comparison students showed a greater rate of positive growth in attitude toward self than did the EBCE students. The comparison students showed about the same rate of positive growth in attitude towards others as did the EBCE students. However, the rate of growth of students was not sufficient to precipitate a significant posttest difference between the two groups.

Thus based on the data in Table 7 and Figure 6 the first additional hypothesis was rejected and the second additional hypothesis was also rejected. EBCE students did not develop significantly more positive attitudes toward self than did comparison students; similarly, EBCE students did not develop significantly more positive attitudes toward others.

Parent Data

Although students are the main respondent group impacted by the program, the parents of EBCE students also have an interest in the program. Their cooperation and support are essential for continued program operation.

Hypothesis 6

The sixth hypothesis stated that parents of EBCE students would have positive attitudes toward the EBCE program. The data used to test this hypothesis were from the results of a Parent Opinion Survey which was mailed out to the parents of the 43 students in April, 1979. Responses from 26 parents (60%) were received and tabulated.

Results

Response data from the parent questionnaire are presented in Table 8.

Table 8

From Table 8 it can be seen that 89% of the parents thought that the EBCE program compared better or much better overall with the past school experiences of their child. Only one parent indicated a negative response in terms of wanting their child to participate in the EBCE program again (if they had it to do over again). Most of the parents (89%) felt that their child liked the EBCE program better or much better than past school experiences. Eighty-five percent (85%) of the parents also felt that the EBCE program either had a good or definitely good effect on helping their child to form career plans.

Ninety-two percent (92%) of the respondents felt that their child was more or much more motivated to learn in the EBCE program as compared with past experiences in regular schools. Eighty-one percent (81%) indicated that their child talked quite regularly with them about what was occurring in the EBCE program. Eighty-one percent (81%) also indicated that they had noticed positive changes in their child that might be attributable to EBCE participation; only 16% indicated noticing negative changes that might be a result of participation in the EBCE program.

Table 8

Parent Opinion Survey

1. How well does the EBCE Program compare overall with the past school experiences of your daughter or son?

Much	1	2	3	4	5	Much
Worse		4%	8%	27%	62%	Better

2. If you had it to do over again, would you want your son or daughter to participate in the EBCE Program?

Definintely	1	2	3	4	5	Definitely
NO		4%		4%	92%	YES

3. How well do you think your son or daughter likes the EBCE Program compared with past school experiences?

Much	1	2	3	4	5	Much
Worse			12%	12%	77%	Better

4. What effect, if any, has the EBCE Program had on helping your son or daughter form career plans?

Definitely	1	2	3	4	5	Definitely
Bad		8%	8%	8%	77%	Good

5. In comparison with past experiences in regular schools, how motivated is your daughter or son to learn in the EBCE Program?

Much	1	2	3	4	5	Much
Less		4%	4%	19%	73%	More

6. How often does your son or daughter talk to you about what's going on in the EBCE Program?

Almost	1	2	3	4	5	Almost
Never	8%	4%	8%	23%	58%	Daily

7. Have you noticed positive changes in your son or daughter that might be a result of participation in the EBCE Program?

Definitely	1	2	3	4	5	Definitely
NO	4%	4%	12%	23%	58%	YES

8. Have you noticed negative changes in your son or daughter that might be a result of participation in the EBCE Program?

Definitely	1	2	3	4	5	Definitely
NO	77%	4%	4%	4%	12%	YES

Parents felt that the greatest weaknesses of the program were a lack of experience sites (23%), and further that some sites were not enthusiastic, not sure what to do with students, and didn't provide enough hands-on experiences (15%). They also felt that there was a lack of communication with the traditional school, classmates, and school activities (8%); too much freedom (12%); and placements were too short (8%). Nineteen percent (19%) of the parents couldn't see any weaknesses.

Parents felt that the greatest strengths of the EBCE program were its exposure of students to the world of work through career explorations (38%) and its helping students make decisions about their careers/future (28%). Parents also felt that the EBCE program strengthened students' skills in meeting the public and dealing with adults (16%), as well as making them more confident, independent, responsible, self-motivated, and prideful of their personal appearance (13%).

Based on the data obtained from parents on the Parent Opinion Survey, hypothesis 6 was not rejected. The majority of parents who responded to the questionnaire did exhibit positive attitudes toward the EBCE program.

Employer Data

One of the major groups necessary for operation of an EBCE program is the personnel at the experience sites. They serve as the instructors in the community sites and provide input to students and serve as resources for experiential learning activities.

Hypothesis 7

The seventh hypothesis stated that community resource persons (hereafter designated as "employers") would have positive attitudes toward the

EBCE program. The data used to test this hypothesis were gathered from the Employer Questionnaire which was mailed to employers by AEL in April of 1979. A random sample of 124 employers were selected to be surveyed from a list of over 150 available experience site personnel for the FY'79 school year. The employers at the experience sites received the questionnaire in the mail during the first week of April. Even though employers were requested to return them by April 17, questionnaires which were received before May 17 were included in the tabulation. Sixty experience site personnel (48%) returned completed questionnaires to AEL/EBCE.

Results

Most employers were positive toward the EBCE program. They complimented EBCE strengths and offered suggestions for program improvement. Response data from the employer survey are presented in Table 9.

Table 9

From Table 9 it can be seen that nearly half (45%) of the employers frequently talk with students about job opportunities, almost all (92%) talk about site activities, and two-thirds (67%) supervise students in performing specific job-related tasks at their sites. However, most employers seldom or never talk about students' personal problems (69%) or assist students in non-job-related assignments (67%). Although 77% of the top level management and 82% of the employees reacted favorably to the EBCE students placed at their sites, and 73% of the employer respondents felt that the program functioned as it was initially described to them during site recruitment, only 68% of

Table 9

Employer Questionnaire

1. Which of the following supportive services do you (or others at your site) provide for the Experience-Based Career Education (EBCE) program students? (Check each appropriate category.)

	Frequently	Occasionally	Seldom	Never
Do you talk about job opportunities	*45%*	*42%*	*7%*	*5%*
Do you talk about the students' personal problems?	*7%*	*25%*	*32%*	*37%*
Do you talk about activities at your site?	*92%*	*7%*	--	*2%*
Do you assist students in non-job related assignments?	*12%*	*20%*	*30%*	*37%*
Do you supervise students to perform a specific job-related task at your site?	*67%*	*23%*	*5%*	*5%*

2. Do you think your company will continue working with the EBCE project during the next couple of years?

Yes *68%* No *7%* Don't Know *25%*

3. Do you feel the program functioned as you were led to believe when you were recruited as an employer site?

Yes *73%* No *17%* Don't Know *7%*

4. How has top level management reacted to the EBCE students placed at your site?

Very favorable *30%* Somewhat unfavorable *12%*

Favorable *47%* Very unfavorable *3%*

Table 9 (Cont'd)

5. How do students spend their time at your site? (Check each appropriate category.)

	Frequently	Occasionally	Seldom	Never
Observing site activities	*83%*	*12%*	*3%*	*2%*
Researching from site materials	*10%*	*53%*	*27%*	*8%*
Actively performing site activities	*42%*	*40%*	*12%*	*3%*
Talking with site personnel	*75%*	*22%*	--	*2%*
Individual study	*15%*	*38%*	*22%*	*18%*

6. How have employees at your site reacted to the EBCE students placed at your site?

Very favorable *40%*	Somewhat unfavorable *10%*
Favorable *42%*	Very unfavorable *3%*

7. Based on the students and staff you've met, how effective do you feel the program was?

Very effective *23%*	Somewhat ineffective *13%*
Effective *52%*	Totally ineffective *7%*

the respondents were positive that their companies would continue working with the EBCE project during the next couple of years. (Four site respondents indicated a "no" response and 15 "didn't know" about future cooperation.) Three-fourths of the respondents also felt that the program was effective (or very effective) based on the students and staff that they had encountered.

While at the experience sites, 83% of the students frequently spent their time observing site activities, 53% of the students occasionally researched from site materials, 42% actively performed site activities, and 75% talked with site personnel. Forty percent of the students seldom or never engaged in individual study while at the site.

Eighty-three percent of the employers believed that the greatest strengths of the EBCE program were in the areas of career exploration, career planning, and career decision-making. They felt EBCE was an important means of exposing students to the world of work, providing them with career awareness opportunities, and giving them hands-on experience in real job situations.

Although many employers listed weaknesses associated with the program, there seemed to be no consensus of opinion as to any outstanding program weakness. Twenty-two percent of the employers said that they can't spend enough time with students; i.e., students are not at the site long enough. Lack of communication between site and EBCE staff (including follow-up, feedback, breakdown in scheduling, appointments) was listed by 17% of the respondents. Lack of student pre-site preparation, screening of students, and site placement of uninterested students were collectively listed as program weaknesses by 27% of the respondents. As one respondent said, "A problem that is not entirely program related but still causes concern is the difficulty we have experienced in getting the students to comprehend the responsibilities of experience based education rather than 'teaching based' education. Many still expect us to sit down and teach them, and are confused and unsure of how to pursue learning. As you can appreciate we do not have the time to teach in a conventional manner, so we depend upon the student to take a lot of initiative in getting involved in the activities the office has to offer. Despite our gentle prodings, none of the students were able to deal with this kind of responsibility successfully."

Based on the data obtained from the employer questionnaires, hypothesis 7 was not rejected. The majority of experience site resource personnel at the community sites did exhibit positive attitudes toward the EBCE program.

EBCE Staff Data

The EBCE staff (4 learning coordinators, 3 site analysts/placement coordinator, and 1 project director) rated various learning strategies in the EBCE program. Data are presented in Table 10.

Table 10

Since some of the staff members (e.g., site analysts) did not have direct contact (or very minimal contact) with students, they did not respond to or rate each of the various learning strategies. All staff members who responded rated three of the learning strategies as being highly important (5) and rated one as effective (4 or 5). Student orientation was the only learning strategy that was rated both highly important and effective.

Table 10

EBCE Staff Ratings of Learning Strategies

(Frequencies)

Learning Strategies	How Important Not Important 1	2	3	4	Highly Important 5	How Effective Not Effective 1	2	3	4	Highly Effective 5	NA
a. Student Orientation	-	-	-	-	8	-	-	-	7	1	-
b. Student Accountability System	-	-	-	-	7	-	-	1	3	2	-
c. Student Negotiation	-	-	-	-	7	-	-	1	3	1	1
d. Preprepared Projects	-	1	1	1	1	-	-	1	1	-	4
e. Negotiated Projects	-	-	-	1	6	-	-	2	1	1	2
f. Journals	-	1	-	2	-	-	-	-	2	-	6
g. Competencies	-	-	-	-	1	-	-	-	-	-	7
h. Exploration Packages	-	-	-	-	-	-	-	-	-	-	8
i. Learning Level Activities	-	-	-	-	-	-	-	-	-	-	7
j. Special Placements	-	-	1	3	-	-	-	-	4	-	2
k. Employer Seminars	-	-	-	-	1	-	-	-	1	-	5
l. Student Retreat	-	-	-	-	-	-	-	-	-	-	7
m. Specialization Activities	-	-	1	1	-	-	-	1	-	1	3
n. Individualized Math Activities	-	-	-	1	4	-	-	2	3	-	1
o. Individualized English Act.	-	-	-	1	4	-	-	1	3	1	1
p. Group Activities	-	-	-	1	3	-	-	2	1	1	2

The EBCE staff also rated 23 different areas of program impact -- impact upon students. Data are presented in Table 11.

Table 11

All staff who responded to the items rated only four experience areas as being very helpful to students in: 1) understanding more about themselves, 2) learning how their abilities and interests fit into potential careers, 3) improving their oral communications skills, and 4) communicating with adults. Similarly, the staff perceived understanding the role of science in our society today and understanding the democratic process as those two areas least impacted by EBCE program experiences.

The staff noted that factors such as: 1) a systematic instructional delivery system which permits individual student assessment, links academics with community experiences, and provides student accountability and monitoring; 2) staff interactions (with each other as well as with counselors, teachers, administrators, and community personnel); and 3) a staff that is motivated, enthusiastic, and committed to the goals of EBCE have contributed in a major way to the success of EBCE. They felt that factors such as: 1) implementation of a new EBCE model this year (which required LC's to have knowledge of multiple academic areas and to organize their time efficiently), and 2) misunderstanding of others about the workings and value of EBCE (especially in terms of its place within the traditional academic structure) were obstacles that had limited the success of the EBCE program.

Table 11

EBCE Staff Ratings of Program Impact

(Frequencies)

How helpful have EBCE experiences been in helping students . . .	Very Helpful 5	4	3	2	Little or no help 1	NA
a. Understand the role of science in our society today	1	3	3	-	-	1
b. Solve problems logically	3	4	-	-	-	1
c. Get along with others	5	2	-	-	-	1
d. Understand more about themselves	7	-	-	-	-	1
e. Develop their own creativity	2	3	2	-	-	1
f. Understand the democratic process	2	1	4	-	-	1
g. Learn how society's values, the government and the economy affect the world of work	2	5	-	-	-	1
h. Learn how their abilities and interests fit into potential careers	8	-	-	-	-	-
i. Learn how to find and keep a job	3	4	-	-	-	1
j. Learn to analyze potential jobs	3	3	2	-	-	-
k. Improve reading skills	-	5	1	-	-	2
l. Learn necessary basic skills for jobs of interest	2	6	-	-	-	-
m. Improve oral communication skills	6	-	-	-	-	2
n. Improve mathematics skills	-	4	2	-	-	2

Table 11 (cont'd)

EBCE Staff Ratings of Program Impact

(Frequencies)

How helpful have EBCE experiences been in helping students . . .	Very Helpful 5	4	3	2	Little or no help 1	NA
o. Know level of basic skills proficiency required in jobs of interest	2	6	-	-	-	-
p. Improve written communications skills	1	5	-	-	-	2
q. Become acquainted with resources useful in gaining information for work and decision making	5	3	-	-	-	-
r. Gain confidence in applying basic skills to complete tasks and solve problems	3	4	-	-	-	1
s. Take responsibility for their own actions	4	4	-	-	-	-
t. Communicate with adults	8	-	-	-	-	-
u. Use direct experience information in making decisions	3	4	-	-	-	1
v. Become more open to values and ideas different from their own	3	4	-	-	-	1
w. Feel prepared to accept adult responsibility	5	2	-	-	-	1

They perceived their students' greatest growths to have occurred in the areas of 1) career knowledge, awareness, and maturity; 2) sex-equity maturation; 3) personal relations (including self-confidence, poise, self-assessment, increased communications skills); and 4) an understanding of the responsibilities of the world of work and how academics are applied in the work place. They felt their students benefitted the least from EBCE in the area of academics. The staff felt that limited materials and resources, as well as the lack of formal testing, hurt the academic credibility of EBCE. Some staff felt there was little growth in student dependability, setting goals, and reading skills. While one staff member felt that there had been little growth in sex-role stereotyping, the lack of growth was attributed to students' awareness of the problems initially.

Their beliefs with respect to the effects of the EBCE program on the traditional high school program ranged from "not much effect" to adding a new dimension, additional option or alternative to the curriculum. In addition, the staff felt that the community has become more aware of the schools and the programs offered, and now has an input into the educational process. The community has been favorably impacted.

Staff suggestions for program improvement during the next year were to:

1. Have more efficient use of Student Program Guide and Student Career Guide,
2. Have more textbooks which relate to Cross Reference Catalogs,
3. Maintain current secretary and the position,
4. Limit the number of five hour students,

5. Devise method to keep students informed and a part of the school social structure, and
6. Provide a more consistent development of the four schools (rather than having four different structures).

Process Data

While some areas of evaluation were oriented towards the collection, processing, and analysis of rather objective and quantifiable data, other areas were associated primarily with the analysis and synthesis of more subjective and qualitative data. This section deals with those data and insights gathered through observation of the implementation process and procedures utilized in the Fayette County EBCE program and through interacting with EBCE staff and students. (Some of the specific data may be found in Appendix J.)

In general, this project has been on schedule and was going well. Positive aspects of the project included the general quality of the staff, cooperation by the community employers, and enthusiasm of EBCE staff, students, parents, employers, and school personnel. It did appear that there were some weaknesses or problem areas that existed which reduced the potential for a totally successful implementation.

While curriculum and instruction activities appeared to be adequate, there were some deficiencies in interrelating career exploration activities and academic requirements. The Activity Sheets were originally not as site related as they could be; as the year progressed, the quality of the Activity Sheets increased -- both in terms of site relatedness and in terms of the integration of academic requirements and site learning potentials.

One of the major problems that still exists to some extent in the schools is the procedures or mechanisms utilized to refer/recruit students into EBCE. A functioning EBCE referral system is a must if the program is to continue.

The success of implementation of the AEL/EBCE instructional delivery system must surely be attributed to the EBCE staff members. Their enthusiasm, interest, dedication, and capability insured a successful operation during the 1978-79 school year and increases the likelihood of a successful future operation.

Finally, the involvement of the EBCE Director and related staff with both the Kentucky State Departments of Education and of Labor has provided them with insights and strategies for different operational characteristics and theoretical constructs. Such information obtained during this third year of operation should benefit the program in future years.

SUMMARY AND CONCLUSIONS

An alternative educational program titled Experience-Based Career Education (EBCE) was designed, developed, and tested by the Appalachia Educational Laboratory (AEL), using both U. S. Office of Education (USOE) and National Institute of Education (NIE) monies. The purpose of the program was to provide an alternative educational experience for a cross-section of high school age youths. This alternative educational experience was to be characterized by an emphasis on direct employer-site experiences personalized to each student in terms of individual needs, interests, and abilities. The program integrated academic requirements and work experience opportunities into a comprehensive curriculum.

Based on national public concern and national government priorities, USOE monies were made available from Part D of the Vocational Education Act for educational agencies to operate and demonstrate the EBCE-type programs. Fayette County, Lexington, Kentucky, applied for and received a federal grant to operate and demonstrate the AEL model of EBCE. In order that the Fayette County EBCE program be properly evaluated, a third-party evaluation team from AEL developed and implemented an evaluation and data analysis plan. A summary of the results obtained from implementation of the plan follows.

Student Data

Assessment instruments were administered to EBCE and comparison students on a pretest/posttest basis. Students completed the JOBS instrument (sex-role stereotyping), the New Mexico Career Oriented Activities Checklist (career maturity), the Student Attitude Survey battery (Learning Environment, Work, Self, Others), the Nowicki-Strickland Scale (locus of control), and a Student Information Questionnaire (demographic data - pretest only).

Parents, employers, and EBCE staff were also asked to respond to an end-of-year questionnaire. Implementation process documentation involving observation and interaction with students and staff was completed throughout the implementation and operation of the program.

Career Knowledge and Planning. Analysis of scores on Part 2 of the SAS battery indicated that students did acquire significantly greater mastery in career knowledge and exhibited more positive attitudes toward work. During year three of program operation, however, the EBCE students did not acquire significantly more positive scores in career planning.

Career Maturity. The EBCE students did acquire significantly greater career maturity as measured by the NMCOAC. Although comparison students showed a slight growth, the growth displayed by EBCE students was tremendous--significant at the .005 level.

Attitudes: Education. EBCE students displayed significantly more positive attitudes toward several aspects of education and toward the total learning environment than did comparison students as measured by Part 1 of the SAS. Inspection of the data showed that: 1) comparison students had initial scores equivalent to the EBCE students on all five subscores, 2) EBCE students showed positive growth on all five subscores, 3) comparison students showed negative growth on three subscores, and 4) EBCE students scored significantly higher on the posttests on three subscores (see Figure 3).

Sex-role stereotyping. Although EBCE students were initially sex-role stereotyping more than comparison students, this was somewhat reversed during the project duration. EBCE students began stereotyping females less than did the comparison students. While persons working in non-traditional roles in Fayette County are not abundant, the impact of sex-fair counseling, sex-role awareness activities, and sex-fair materials is somewhat evidenced in the data. Further, the data indicate that Fayette County students are not, as a whole, engaged to any great degree in sex-stereotyping. Hence, with stereotyping occurring at a low degree, the instrumentation itself may well not be sensitive enough to detect subtle changes that do occur.

Locus of Control. EBCE students did decrease their feelings of externally oriented locus of control at a rate somewhat faster than the comparison students. However, EBCE students were significantly more externally oriented initially than comparison students -- thus the opportunity existed for a greater change. It should be noted, however, that as a group the Fayette County students do appear to be predominately internally controlled.

Self and Others. Additional hypotheses about attitudes toward self and toward others were also tested. Analysis of data indicated that EBCE students developed more positive attitudes toward self at a rate similar to the comparison students. A similar trend for EBCE and comparison students was apparent in their attitudes toward others. Again, both groups of students appear to have quite positive attitudes toward themselves and others -- thereby decreasing the chances for any significant positive change.

Parent Data

A questionnaire was mailed to parents of the 43 EBCE students to assess their attitudes about the EBCE program. There were 26 parents (60%) who responded to the questionnaire. Most parents who responded were very positive towards all aspects of the program. Nearly all (92%) of the parents thought that their sons and/or daughters were more motivated to learn in the EBCE program than they were in traditional schools. Nearly all (89%) of the respondents thought that their son or daughter liked the EBCE program better than past school experiences. Furthermore, 96% indicated that they would allow their child to participate in EBCE if they had the choice to make again, and 89% believed that the EBCE program experiences are better than past school experiences of their children.

Employer Data

A questionnaire was mailed to 125 employers at experience sites. Sixty (60) employers responded to the questionnaire. Most employers who responded were positive towards the program. They complimented the EBCE program strengths and offered suggestions for program improvement. Of those who responded to the items 68% believed that their organization would continue to participate in coming years and 75% rated the program from effective to very effective. Over three-fourths of the employers believed that the greatest strengths of the EBCE program were in the areas of career exploration, career planning, and career decision-making; greatest weakness related to length of time students spend at their sites.

EBCE Staff Data

The eight EBCE staff members rated three of the learning strategies utilized in the EBCE model as highly important and also indicated that one of the strategies had been effective in producing student learning (student orientation was the only strategy rated both highly important and effective).

They also contended that the program had been quite helpful in teaching students behaviors such as understanding more about themselves, learning how their abilities/interests related to careers, improving their oral communication skills, and communicating with adults.

EBCE staff felt that a systematic instructional delivery system, staff interactions (intra- and inter-), and staff motivation and enthusiasm were three major components contributing to the success of EBCE. They also felt, however, that variables such as the implementation of a new EBCE model and misunderstanding of others about EBCE were obstacles that had limited the success of EBCE.

They also made several suggestions for program improvement for the next year. Some of the suggestions included better materials utilization, maintaining the secretary and her position, and providing a uniform development of the four schools.

Process Data

Observation of the implementation process was made periodically by the third-party evaluators with formative input being given on an immediate as-needed basis. Through observation and interaction much subjective and qualitative data were gathered.

The project appeared to be on schedule in terms of control, planning, and management. The quality of the staff, cooperation by community personnel, and enthusiasm by all concerned helped to get over the hurdles.

There were some perceived weaknesses or problem areas which impacted the operation implementation. These weaknesses or problem areas included deficiencies in interrelating academic and career activities and developing integrated learning programs. A constant problem area is that of student referral/recruitment.

The strengths of the program which have contributed to its current status include the quality and enthusiasm of the operations staff and management staff, cooperation of the community, administrative/Board of Education support, and utilization of a comprehensive and complete instructional delivery system. While these have all contributed to the project's present status, enthusiasm of the staff, cooperation from the community, and continued administrative support must not be reduced or diminished.

In conclusion, it appears that the implementation process was progressing satisfactorily and all major milestone events appeared to have been met and accomplished. It was obvious to the evaluators that the program was operated and managed in a very efficient and effective manner. It was also obvious to the evaluators that the students were being impacted in a very positive way.

EBCE student accomplishments appeared to be substantial. EBCE students' attitudes toward aspects of the learning environment, career knowledge, and career maturity were significantly more positive than comparison students. EBCE students showed no significant gains in reducing their sex-role stereotyping or increasing their internal locus of control. However, unobtrusive assessment indicated that EBCE students were displaying more maturity and accepting responsibility more readily. Not only were the measured outcomes of program impact on students substantial, the impact was visually obvious.

Finally, the perceptions and attitudes of parents and employers as well as those of the EBCE staff were positively oriented. They complimented the strengths and successes and offered comments and suggestions to alleviate program weaknesses or problem areas.

It is the opinion of the authors that the EBCE program in Fayette County, Kentucky, has successfully provided students with an educational opportunity which is relevant to their needs, interests, and abilities. It is felt that as students become full-fledged members of the world of work, their experiences in the EBCE program will have positively impacted the transition.

Appendix A

Student Attitude Survey

Student Attitude Survey (SAS)

Purpose

The SAS was designed to provide an instrument for the assessment of student attitudes toward learning environments, career knowledge and planning, self, and others.

Respondent Group

Students

Item Content

There are four parts to the survey. The first 26 items yield four subscale scores and a total composite score on attitudes toward learning environments.

Subscale 1. This subscale consists of 7 items which measure student attitudes toward education in general.

Subscale 2. This subscale consists of 5 items which measure student attitudes toward school curriculum.

Subscale 3. This subscale consists of 9 items which measure student attitudes toward school resources.

Subscale 4. This subscale consists of 5 items which measure student attitudes toward school counseling.

Composite Score. The totality of 26 items measure overall student attitudes toward the learning environment.

The next 22 items yield two subscale scores on career knowledge and career planning. There are 12 items in the career knowledge subscale and 10 items in the career planning subscale.

The third subtest contains 19 items. This subtest assesses students' attitudes toward themselves. The fourth subtest contains 13 items. This subtest measures students' attitudes toward other people.

Administration Procedures

The SAS may be completed by any secondary school student. The SAS takes approximately 25 minutes to administer. Since the item order is randomized within the first 26 items, the subscales cannot be administered separately.

Scoring Procedures

Since many of the items utilize reverse-polarity, hand scoring keys are not available. Machine scoring and profile description sheets may be obtained from the publisher.

Availability/Prices*

Complete Battery	12.50/50
Part 1 only	8.50/50
Scoring	
SAS	.30/student
Part 1	.15/student

Order from:
Materials Distribution Center
Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, PA 19103

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*Prices as of 1-1-77

Appendix B

New Mexico Career Oriented Activities Checklist

New Mexico Career Oriented Activities Checklist (NMCOAC)

Purpose

The NMCOAC was designed to assess the steps that students have taken in their high school education in order to help make an occupational decision.

Respondent Group

Students (Grade levels: 9, 10, 11, 12)

Item Content

The NMCOAC contains 25 items which deal with four subobjectives: consulted various sources of information about occupations (11 items), engaged in activities that would provide information about occupations the student is considering (6 items), obtained the high school training needed for the occupations being considered (3 items), and made definite plans regarding what will be done upon graduation (5 items).

Administration Procedures

The NMCOAC may be completed by any student in grades 9 through 12. It is a timed test with a 20-minute time limit. Answers are marked on separate answer sheets.

Scoring Procedures

The NMCOAC has two scoring stencils, one for responses earning one (1) point, and one for responses earning two (2) points. The number of marks showing through the 1-point stencil are tallied. The number of marks showing through the 2-point stencil are multiplied by 2. The two scores are then added together to yield the total score. (Percentile and stanine norms for the ninth and twelfth grades are presented in the manual.)

Availability/Price*

Booklets:	$8.50/35	$22.50/100
Answer Sheets:	2.00/35	4.50/100

Scoring Stencils (2 stencils): $1.50

Manual: $2.50

Order from:

MONITOR
P. O. Box 2337
Hollywood, CA 90028

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*Price as of 1-1-77

Appendix C

JOBS

JOBS

Purpose

The JOBS instrument was designed to provide an assessment of degree of sex-role stereotyping demonstrated by individuals. This AEL-developed instrument is based on activities in the AEL/EBCE Student Career Guide. It is an experimental instrument.

Respondent Groups

Students and other adults.

Item Content

The instrument contains a list of 30 occupations. Students mark the occupations in terms of whether the job can best be performed by a man (M) or a woman (W), or performed equally well by either sex (B).

Administration Procedures

The JOBS instrument may be completed by secondary or post-secondary students, or other adults. The instrument requires about 15 minutes to complete.

Scoring Procedures

Three scores are obtained: frequencies of M, W and B responses. These three scores can be utilized to assess degree of change in stereotyping.

Availability/Price

The local implementation site is permitted to duplicate/revise this instrument at their own expense.

Name ______________________________ Date ____________________

School ____________________ City ________________ State ____________

JOBS

INSTRUCTIONS: Below is a list of jobs. Use the following code to mark each item:

M - this job can best be performed by a man.

W - this job can best be performed by a woman.

B - this job can be performed equally by either a man or woman.

_______ nurse

_______ mechanic

_______ surgeon

_______ lawyer

_______ electrician

_______ machinist

_______ secretary

_______ babysitter

_______ veterinarian

_______ pilot

_______ shop teacher

_______ farmer

_______ stock broker

_______ creative writer

_______ dental hygienist

_______ plumber

_______ beautician

_______ scientist

_______ telephone operator

_______ clothes designer

_______ accountant

_______ dispatcher

_______ cashier

_______ counselor

_______ truck driver

_______ engineer

_______ detective

_______ mortician

_______ receptionist

_______ insurance agent

Appendix D

Nowicki-Strickland
ANS-IE

Nowicki-Strickland Scale (ANS-IE)

Purpose

The ANS-IE was designed to assess the extent to which an individual's locus of control is internalized or externalized.

Respondent Group

Students and other adults.

Item Content

The adult form contains 40 items with a Yes-No response mode.

Administration Procedures

The ANS-IE may be completed by students and other adults by circling their response (Yes or No) for each of the 40 items. The instrument requires about 20 minutes to complete.

Scoring Procedures

A single score is obtained by counting the frequency of externally-endorsed responses.

Availability/Price

Information on availability/prices/scoring keys may be obtained from:

Experiential Education Division
Appalachia Educational Laboratory
P. O. Box 1348
Charleston, WV 25325

Appendix E

Student Information Questionnaire

Student Information Questionnaire (SIQ)

Purpose

The SIQ was designed to obtain data on basic demographic variables.

Respondent Group

Students (EBCE and comparison/control).

Item Content

The 11-item questionnaire provides information on race, sex, grade level, age, parents' educational levels and occupations, and long and short-range goals.

Administrative Procedures

The SIQ is usually the first instrument that is administered in the pretest battery. It is untimed but is usually completed by students in 5-10 minutes.

Scoring Procedures

Each item is scored and analyzed separately. For those items utilizing a scalar response, descriptive statistics and tabulations are used. For those items requiring an open response, tabulations are used.

Availability/Price

The local implementation site is permitted to duplicate this instrument at their own expense.

AEL/EBCE/JES/11/77

NAME ______________________ DATE ____________

SCHOOL ________________ CITY __________ STATE ________

EBCE STUDENT: ☐ YES ☐ NO

STUDENT INFORMATION QUESTIONNAIRE

1. Are you:

   ☐ Male

   ☐ Female

2. Are you:

   ☐ White

   ☐ Black

   ☐ Oriental

   ☐ Spanish Descent (Chicano, Puerto Rican, etc.)

   ☐ Native American

   ☐ Other (specify) ____________________

3. What is your current grade level?

   ☐ 10th grade

   ☐ 11th grade

   ☐ 12th grade

4. What is your birth date?

   ____________ ________ ________
   MONTH DAY YEAR

5. What is your father's highest level of formal education completed?

☐ None

☐ Elementary School

☐ Some High School

☐ High School Graduate

☐ Some post-secondary (for example, some college, junior college, business school, trade or technical school)

☐ College graduate (four-year degree)

☐ Some graduate work

☐ Advanced degree (specify) ______________________________

6. What is your mother's highest level of formal education completed?

☐ None

☐ Elementary School

☐ Some High School

☐ High School Graduate

☐ Some post-secondary (for example, some college, junior college, business school, trade or technical school)

☐ College graduate (four-year degree)

☐ Some graduate work

☐ Advanced degree (specify) ______________________________

7. How many of your brothers and sisters dropped out of school?

☐ None

☐ One

☐ Two

☐ Three

☐ Four

☐ Five or More

8. What are your long-range goals? Check only one.

☐ 1. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent

☐ 2. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plbmber, telephone installer, carpenter

☐ 3. FARMER, FARM MANAGER

☐ 4. HOMEMAKER OR HOUSEWIFE

☐ 5. LABORER such as construction worker, car washer, sanitary worker, farm laborer

☐ 6. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official

☐ 7. MILITARY such as career officer, enlisted man or woman in the armed forces

☐ 8. OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant

☐ 9. PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress

☐ 10. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner

☐ 11. PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman

☐ 12. SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker

☐ 13. SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter

☐ 14. TECHNICAL such as draftsman, medical or dental technician, computer programmer

☐ 15. OTHER (specify) ____________________

☐ 16. DON'T KNOW

9. What do you expect to be doing one year after completing high school?

☐ Working full-time

☐ Entering an apprenticeship or on-the-job training program

☐ Going into regular military services or to a service academy

☐ Being a full-time homemaker

☐ Attending a vocational, technical, trade or business school

☐ Taking academic courses at junior or community college

☐ Taking technical or vocational subjects at a junior or community college

☐ Attending a four-year college or university

☐ Working part-time

☐ Other (travel, take a break, no plans)

10. What is your major field of study?

☐ General Curriculum

☐ Vocational Education Curriculum

☐ College Preparatory Curriculum

☐ Other (specify) ________________________

11. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed, but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

(Circle one number in each column.)

	FATHER	MOTHER
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02
FARMER, FARM MANAGER	03	03
HOMEMAKER OR HOUSEWIFE	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14

Appendix F

Parent Opinion Survey

Parent Opinion Survey (POS)

Purpose

The POS was designed to provide an assessment of parents' opinions about the EBCE program in which their son or daughter is participating.

Repsondent Group

Parents (guardians) of EBCE students.

Item Content

The 10-item inventory identifies parent attitudes toward the EBCE program and permits parents to compare the EBCE program to the traditional high school program in which their children were previously participating.

Administration Procedures

The POS is designed to be completed by the parents in the privacy of their homes. Parents are mailed the POS, a cover letter explaining the purpose of the instrument, and a stamped return envelope. They are requested to return the completed POS by a specified date. (A telephone call may be necessary to increase the return rate.)

Scoring Procedures

Each item is scored and analyzed separately. For those items utilizing a scalar response, descriptive statistics and tabulations are used. For those items requiring an open-ended response, tabulations are utilized.

Availability/Price

The local implementation site is permitted to duplicate this instrument at their own expense.

Appalachia
Educational
Laboratory

April 2, 1979

Dear Parents:

During the past year your child has participated in an Experience-Based Career Education (EBCE) program. Appalachia Educational Laboratory has a contract with the Fayette County Board of Education to do an independent evaluation of the federally-funded EBCE program. It is extremely important that we receive some information from you concerning your thoughts and attitudes toward the EBCE program. Your responses are therefore an important part of a national attempt to evaluate the EBCE project.

I will be responsible for analysis of the information obtained on the questionnaire. Your responses will be carefully coded so that confidentiality will be preserved. None of the teachers or administrators of the EBCE program will see your questionnaire. They will see a summarization of all the questionnaires in a Final Evaluation Report.

If you have any questions or concerns about any of the items, please feel free to call me toll free at 800/624-9120. Please return the questionnaire in the enclosed envelope by April 17.

Thank you again for taking your valuable time to assist us in evaluating and improving the EBCE program.

Sincerely,

Joe E. Shively

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

Enclosure

cc: Mrs. Frances Ruhlin

Appalachia Educational Laboratory, Inc. • Experiential Education Division
20th and MacCorkle Avenue, SE • Charleston, West Virginia 25304 • (304) 344-8371
An Affirmative Action / Equal Opportunity Employer

PARENT OPINION SURVEY

This survey is meant to give you an opportunity to express your opinions about the Experience-Based Career Education Program your son or daughter has been participating in. Most of the questions are to be answered on a scale of numbers from ① to ⑤. The phrases at the top and bottom of each set of questions indicate what the scale means. A ① may mean something like "Definitely No"; if you feel strongly that the answer to the questions is No, then you should circle the ①. A ⑤ may mean "Definitely Yes"; if you feel strongly that the answer is Yes, then you should circle the ⑤. The numbers in between (2, 3, 4) indicate an opinion somewhere in between "Definitely No" and "Definitely Yes." Some scales have different phrases, but they all work the same way.

Read the phrase above the numbers so you know what the scale means, then read each question, and circle the number which is closest to your opinion. There are no right or wrong answers; your thoughts and feelings are the important things in this survey. The answers parents give will help determine how well the program is doing now and improve it in the future. Remember to circle a number for each item. Thank you for taking the time to fill out this survey.

PARENT OPINION SURVEY

1. How well does the EBCE Program compare overall with the past school experiences of your daughter or son?

Much Worse				Much Better
1	2	3	4	5

2. If you had it to do over again, would you want your son or daughter to participate in the EBCE Program?

Definitely NO				Definitely YES
1	2	3	4	5

3. How well do you think your son or daughter likes the EBCE Program compared with past school experiences?

Much Worse				Much Better
1	2	3	4	5

4. What effect, if any, has the EBCE Program had on helping your son or daughter form career plans?

Definitely Bad				Definitely Good
1	2	3	4	5

5. In comparison with past experiences in regular schools, how motivated is your daughter or son to learn in the EBCE Program?

Much Less		About the Same		Much More
1	2	3	4	5

(continued on reverse side)

6. How often does your son or daughter talk to you about what's going on in the EBCE Program?

Almost Never				Almost Daily
1	2	3	4	5

7. Have you noticed positive changes in your son or daughter that might be a result of participation in the EBCE Program?

Definitely NO				Definitely YES
1	2	3	4	5

8. Have you noticed negative changes in your son or daughter that might be a result of participation in the EBCE Program?

Definitely NO				Definitely YES
1	2	3	4	5

9. What do you think are the greatest weaknesses of the EBCE Program?

____

____

____

____

10. What do you think are the greatest strengths of the EBCE Program?

____

____

____

____

Appendix G

Employer Questionnaire

Employer Questionnaire (EQ)

Purpose

The EQ was designed to provide an assessment of community persons' opinions about the EBCE program to which they have devoted time and resources.

Respondent Group

Community Employers/Resource Persons

Item Content

The 9-item questionnaire identifies community employers/resource persons' attitudes toward the EBCE program and elicits the degree of their support for continued participation.

Administrative Procedures

The EQ is designed to be completed by the community personnel in their places of business. Community employers/resource persons are mailed the EQ, a cover letter explaining the purpose of the instrument, and a stamped, self-addressed return envelope. They are requested to return the completed EQ by a specified date. (A telephone call may be necessary to increase the return rate.)

Scoring Procedures

Each item is scored and analyzed separately. For those items utilizing a scalar response, descriptive statistics and tabulations are used. For those items requiring an open-ended response, tabulations are utilized.

Availability/Price

The local implementation site is permitted to duplicate the EQ at their own expense.

Appalachia
Educational
Laboratory

April 2, 1979

Dear Resource Person:

Your organization has been most helpful to the local Experience-Based Career Education (EBCE) Program by contributing time and resources, thus providing students with an opportunity to learn. Appalachia Educational Laboratory has a contract with the Fayette County Board of Education to do an independent third-party evaluation of the federally-funded EBCE program. It is extremely important that we find out what you who work with our students think about the EBCE program. A questionnaire was developed to help us to obtain some of this needed information. I would like you to complete the enclosed questionnaire and return it to me in the enclosed stamped envelope.

I will be responsible for analysis of the data obtained on the questionnaire. I would like to assure you that the carefully coded information obtained from this questionnaire will remain confidential and will not be seen by anyone in the EBCE project. Printed reports of the data will contain only summary information and will not contain specific names of individuals or organizations.

If there are any questions about the procedures or any of the items on the questionnaire, please feel free to call me at 800/624-9120. I would appreciate it if the completed questionnaires were returned in the enclosed envelope by April 17.

Thank you for taking your valuable time to provide us with this most helpful information.

Sincerely yours,

Joe E. Shively

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

Enclosures

cc: Mrs. Frances Ruhlin

Appalachia Educational Laboratory, Inc. • Experiential Education Division
20th and MacCorkle Avenue, SE • Charleston, West Virginia 25304 • (304) 344-8371
An Affirmative Action / Equal Opportunity Employer

EMPLOYER QUESTIONNAIRE

Name of Resource Person ______________________________

Name of Company ______________________________

Questions

1. Which of the following supportive services do you (or others at your site) provide for the Experience-Based Career Education (EBCE) program students? (Check each appropriate category.)

	Frequently	Occasionally	Seldom	Never
Do you talk about job opportunities	____	____	____	____
Do you talk about the students' personal problems?	____	____	____	____
Do you talk about activities at your site?	____	____	____	____
Do you assist students in non-job related assignments?	____	____	____	____
Do you supervise students to perform a specific job-related task at your site?	____	____	____	____
Other (specify) __________ ______________________________		____	____	____

2. Do you think your company will continue working with the EBCE project during the next couple of years?

Yes ____ No ____ Don't know ____

3. Do you feel the program functioned as you were led to believe when you were recruited as an employer site?

Yes ____ No ____ Don't Know ____

4. How has top level management reacted to the EBCE students placed at your site?

____ very favorable ____ somewhat unfavorable

____ favorable ____ very unfavorable

(continued on reverse side)

5. How do students spend their time at your site? (Check each appropriate category.)

	Frequently	Occasionally	Seldom	Never
Observing site activities	____	____	____	____
Researching from site materials	____	____	____	____
Actively performing site activities	____	____	____	____
Talking with site personnel	____	____	____	____
Individual study	____	____	____	____
Other (specify) ________ ____________________	____	____	____	____

6. How have employees at your site reacted to the EBCE students placed at your site?

____ very favorable

____ favorable

____ somewhat unfavorable

____ very unfavorable

7. Based on the students and staff you've met, how effective do you feel the program was?

____ very effective

____ effective

____ somewhat ineffective

____ totally ineffective

8. What do you feel the strengths of the EBCE Program are?

____

____

9. What do you feel the weaknesses of the EBCE Program are?

____

____

Appendix H

EBCE Staff Questionnaire

EBCE Staff Questionnaire (SQ)

Purpose

The EBCE Staff Questionnaire was designed to provide an assessment of staff's perceptions and opinions about the EBCE program implemented at their site.

Respondent Group

EBCE Administrators, Learning Coordinators, Counselors and Site Analysts/Placement Coordinators.

Item Content

The 31-item questionnaire elicits staff opinions/attitudes toward the program and its effect on students, community and traditional program.

Administrative Procedures

The SQ is designed to be completed by EBCE staff members. Questionnaires are mailed to Program Director with cover letter and stamped, self-addressed envelopes. They are requested to return the completed SQ by a specified date.

Scoring Procedures

Each item is scored and analyzed separately. For those items utilizing a scalar response, descriptive statistics and tabulations are used. For those items requiring an open-ended response, tabulations are utilized.

Availability/Price

The local implementation site is permitted to duplicate the SQ at their own expense.

Appalachia
Educationa
Laboratory

April 17, 1979

Mrs. Frances Ruhlin
Fayette County Public Schools
701 East Main Street
Lexington, KY 40502

Dear Fran:

Enclosed are questionnaires for your staff to complete as part of the 1978-79 third-party evaluation effort. Please have each staff member listed below (including yourself) complete the form and return it by May 1 in the enclosed stamped envelope. Thank you for your cooperation in this matter. If you or any staff member has any questions, please feel free to contact me.

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

Enclosures

- Marylynn Cunningham
- Lyn Anderson
- Rick Kazee
- Sherrie Binkley
- Winnie Haddix
- Chuck Maxson
- Deborah Embry

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20th and MacCorkle Avenue, SE • Charleston, West Virginia 25304 • (304) 344-8371
An Affirmative Action / Equal Opportunity Employer

EBCE STAFF QUESTIONNAIRE

This questionnaire is being utilized to obtain your perceptions and opinions about the implementation of EBCE at your site. Your responses will be coded so that confidentiality will be preserved. None of the other local staff or administrators of the EBCE program will see your completed questionnaire. They will see a summary report of all the questionnaires in the Final Third-Party Evaluation Report. Thank you for again taking your valuable time to assist in evaluating and improving the EBCE program.

Name ______________________________

Site ______________________________

Position ______________________________

1. Listed below are major learning strategies used in one or more EBCE projects. Some strategies may be considered important but not producing effective results, while others may be considered very effective but of low importance. Please rate strategy in terms of how important you feel it is for EBCE students and then in terms of how effective you feel it has been this year. Using the 5-point scale, rate importance and effectiveness by circling the appropriate number on the scale for each Learning Strategy. If the strategy is not used in your project, please circle NA for not applicable.

	How Important					How Effective					
Learning Strategies	Not Imp.				Highly Imp.	Not Eff.				Highly Eff.	
a. Student Orientation	1	2	3	4	5	1	2	3	4	5	NA
b. Student Accountability System	1	2	3	4	5	1	2	3	4	5	NA
c. Student Negotiation	1	2	3	4	5	1	2	3	4	5	NA
d. Preprepared Projects	1	2	3	4	5	1	2	3	4	5	NA
e. Negotiated Projects	1	2	3	4	5	1	2	3	4	5	NA
f. Journals	1	2	3	4	5	1	2	3	4	5	NA
g. Competencies	1	2	3	4	5	1	2	3	4	5	NA
h. Exploration Packages	1	2	3	4	5	1	2	3	4	5	NA
i. Learning Level Activities	1	2	3	4	5	1	2	3	4	5	NA
j. Special Placements	1	2	3	4	5	1	2	3	4	5	NA
k. Employer Seminars	1	2	3	4	5	1	2	3	4	5	NA
l. Student Retreat	1	2	3	4	5	1	2	3	4	5	NA
m. Specialization Activities	1	2	3	4	5	1	2	3	4	5	NA
n. Individualized Mathematics Activities	1	2	3	4	5	1	2	3	4	5	NA
o. Individualized English Activities	1	2	3	4	5	1	2	3	4	5	NA
p. Group Activities (e.g., counseling)	1	2	3	4	5	1	2	3	4	5	NA
q. Others (please specify):											

2. How helpful have EBCE experiences been in helping students understand the role of science in our society today?

Very helpful				Of little or no help
5	4	3	2	1

3. How helpful do you feel EBCE experiences this year have been in helping students solve problems logically?

Very helpful Of little or no help
5 4 3 2 1

4. How helpful have EBCE experiences been in helping students get along with others?

Very helpful Of little or no help
5 4 3 2 1

5. How helpful have EBCE experiences been in helping students understand more about themselves?

Very helpful Of little or no help
5 4 3 2 1

6. How helpful have EBCE experiences been in helping students develop their own creativity?

Very helpful Of little or no help
5 4 3 2 1

7. How helpful have EBCE experiences been in helping students understand the democratic process?

Very helpful Of little or no help
5 4 3 2 1

8. How helpful have EBCE experiences been in helping students learn how society's values, the government and the economy affect the world of work?

Very helpful Of little or no help
5 4 3 2 1

9. How helpful have EBCE experiences been in helping students learn how their interests and abilities fit into potential careers?

Very helpful Of little or no help
5 4 3 2 1

10. How helpful have EBCE experiences been in helping students learn how to find and keep a job?

Very helpful Of little or no help
5 4 3 2 1

11. How helpful have EBCE experiences been in helping students learn to analyze potential jobs?

Very helpful Of little or no help
5 4 3 2 1

12. How helpful have EBCE experiences been in helping students improve their reading skills?

Very helpful Of little or no help
5 4 3 2 1

13. How helpful have EBCE experiences been in helping students learn the basic skills necessary for the careers that interest them?

Very helpful Of little or no help
5 4 3 2 1

14. How helpful have EBCE experiences been in helping students improve their oral communication skills?

Very helpful Of little or no help
5 4 3 2 1

15. How helpful have EBCE experiences been in helping students improve their mathematics skills?

Very helpful Of little or no help
5 4 3 2 1

16. How helpful have EBCE experiences been in helping students know what level of basic skills proficiency is required in the jobs of interest to them?

Very helpful Of little or no help
5 4 3 2 1

17. How helpful have EBCE experiences been in helping students improve their written communication skills?

Very helpful Of little or no help
5 4 3 2 1

18. How helpful have EBCE experiences been in helping students become acquainted with a broad range of resources to use in gathering information for work and decision making?

Very helpful Of little or no help
5 4 3 2 1

19. How helpful have EBCE experiences been in helping students gain confidence in their ability to apply basic skills to complete tasks and solve problems around them?

Very helpful Of little or no help
5 4 3 2 1

20. How helpful have EBCE experiences been in helping students take responsibility for their own actions?

Very helpful Of little or no help
5 4 3 2 1

21. How helpful have EBCE experiences been in helping students communicate comfortably with adults?

Very helpful Of little or no help
5 4 3 2 1

22. How helpful have EBCE experiences been in helping students use information obtained through direct experiences in making decisions?

Very helpful Of little or no help
5 4 3 2 1

23. How helpful have EBCE experiences been in helping students become more open to ideas and values different from their own?

Very helpful Of little or no help
5 4 3 2 1

24. How helpful have EBCE experiences been in helping students feel prepared to accept adult responsibilities?

Very helpful Of little or no help
5 4 3 2 1

25. What factors, if any, have you seen this year that are contributing in a major way to the success of the EBCE program?

26. What obstacles, if any, have you seen this year that are limiting the success of the EBCE program?

27. In what areas do you feel EBCE students have made the greatest growth this year? Why?

28. In what areas do you feel EBCE students have made the least growth this year? Why?

29. What effects, if any, do you feel the EBCE program has had on the regular high school program? Why?

30. What effects, if any, do you feel the EBCE program has had on the community? Why?

31. What changes, if any, would you suggest in the EBCE program for next year?

Appendix I

ANOVA and ANCOVA Tables

Student Attitude Survey (SAS) - Part 1

Source	SS	df	MS	F	p
Education - General		Pretest			
TRT	20.4	1	20.4	0.78	-
Error	2507.2	96	26.1		
Total	2527.6	97			
		Posttest			
TRT	184.6	1	184.6	7.79	<.01
Error	2279.5	96	23.7		
Total	2464.1	97			
School Curriculum		Pretest			
TRT	24.0	1	24.0	1.80	-
Error	1276.5	96	13.3		
Total	1300.5	97			
		Posttest			
TRT	6.6	1	6.6	0.59	-
Error	1072.7	96	11.2		
Total	1079.3	97			
School Resources		Pretest			
TRT	21.5	1	21.5	0.85	-
Error	2435.2	96	25.4		
Total	2456.7	97			
		Posttest			
TRT	22.5	1	22.5	0.64	-
Error	3352.1	96	34.9		
Total	3374.6	97			

SAS - Part 1 (Cont'd)

School Counseling		Pretest			
Source	SS	df	MS	F	p
TRT	35.0	1	35.0	2.16	-
Error	1559.0	96	16.2		
Total	1594.0	97			
		Posttest			
TRT	151.5	1	151.5	7.85	<.01
Error	1849.5	96	19.3		
Total	2001.0	97			
Total Learning Environment		Pretest			
TRT	399.0	1	399.0	1.82	-
Error	21052.7	96	219.3		
Total	21451.7	97			
		Posttest			
TRT	1103.2	1	1103.2	4.45	<.05
Error	23775.1	96	247.7		
Total	24878.3	97			

Student Attitude Survey (SAS) - Part 2

Career Knowledge		Pretest			
Source	SS	df	MS	F	p
TRT	6.6	1	6.6	0.16	-
Error	3852.0	95	40.5		
Total	3858.6	96			
		Posttest			
TRT	169.1	1	169.1	3.26	<.10
Error	4926.4	95	51.9		
Total	5095.5	96			
Career Planning		Pretest			
TRT	0.2	1	0.2	0.07	-
Error	2698.5	95	28.4		
Total	2698.7	96			
		Posttest			
TRT	6.9	1	6.9	0.19	-
Error	3396.1	95	35.7		
Total	3403.0	96			
Work		Pretest			
TRT	9.3	1	9.3	0.09	-
Error	10130.6	95	106.6		
Total	10139.9	96			
		Posttest			
TRT	244.4	1	244.4	1.66	-
Error	13949.4	95	146.8		
Total	14193.8	96			

Student Attitude Survey (SAS) - Parts 3 and 4

Part 3 - Self		Pretest			
Source	SS	df	MS	F	p
TRT	17.4	1	17.4	0.09	-
Error	18971.6	96	197.6		
Total	18989.0	97			
		Posttest			
TRT	109.0	1	109.0	0.45	-
Error	23442.1	96	244.2		
Total	23551.1	97			
Part 4 - Others		Pretest			
TRT	35.7	1	35.7	0.57	-
Error	5843.5	93	62.8		
Total	5979.2	94			
		Posttest			
TRT	57.3	1	57.3	0.74	-
Error	7180.3	93	77.2		
Total	7237.6	94			

ANS-IE

Locus of Control		Pretest			
Source	SS	df	MS	F	p
TRT	102.4	1	102.4	4.55	<.05
Error	2163.2	96	22.5		
Total	2265.6	97			
		Posttest			
TRT	62.4	1	62.4	2.16	-
Error	2770.0	96	28.9		
Total	2832.4	97			
		ANCOVA			
Total	1793.5	96			
Error	1792.4	95	18.9		
TRT	1.1	1	1.1	0.06	-
				b = 0.67	

New Mexico
Career Oriented Activities Checklist
(NMCOAC)

Career Maturity		Pretest			
Source	SS	df	MS	F	p
TRT	1.5	1	1.5	0.02	-
Error	6140.5	94	65.3		
Total	6142.0	95			
		Posttest			
TRT	803.4	1	803.4	11.33	<.005
Error	6666.1	94	70.9		
Total	7469.5	95			

JOBS

Total Sex-role Stereotyping		Pretest			
Source	SS	df	MS	F	p
TRT	81.7	1	81.7	1.30	-
Error	6023.5	96	62.7		
Total	6105.2	97			
		Posttest			
TRT	0.1	1	0.1	0.00	-
Error	4495.2	96	46.8		
Total	4495.3	97			

Appendix J

Process Observation Data

Appalachia
Educational
Laboratory

September 22, 1978

Mrs. Frances Ruhlin
Career & Vocational Education
Fayette County Public Schools
701 East Main Street
Lexington, KY 40502

Dear Fran:

I am writing this letter to document for you the insights and perceptions that I obtained during my September 18-21 visit to the four EBCE laboratories and through the interactions with other EBCE staff members. Generally, I was quite pleased with what I saw and heard during the visit. It appears that many of the linkage problems (e.g., relating student characteristics to site placements) and justification problems (e.g., awarding academic credit for site related activities) experienced previously have been rectified. Substantial progress has been made in terms of procedural and/or mechanical activities. I would also like to express my congratulations to the total EBCE staff -- seldom does one see the dedication, interest, enthusiasm, and capability displayed by a project group. These characteristics will surely enhance the opportunity for a successful 1978-79 year and increase the likelihood of a successful future operation.

There are, however, some issues/procedures that I think could be improved. These concerns do not necessarily impede the operation of the program, but if adjusted, could lead to a more successful and efficient operation.

1. While the activity sheets (AS) appear to be adequate initially, increased site-related AS's are in order. Based on conversations with LC's, I found a hesitancy existing to utilize the CRC's. This hesitancy I believe is based on a misunderstanding of the purpose of the CRC's and on the lack of sufficient "core" materials upon which to base portions of the AS. The CRC's are resource documents to help the LC in preparing AS's. They do not represent the sum total of all (and only) that can be done -- they simply provide some suggested activities (both laboratory and community based) that are related to each of the interest areas in the Concepts/Objectives/Courses matrix. (It should be noted that this matrix

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also only provides a sampling of the universe of objectives available under the five disciplines.) The "core" materials themselves are not sacred -- they too simply represent an attempt to provide a resource for developing AS's. Therefore, any procedure or methodology for synchronizing the objectives in the CRC with Fayette County materials is acceptable; i.e., substitution of Fayette County materials for "core" materials is quite acceptable if it facilitates the utilization of CRC's in the preparation of AS's. I believe that this can be accomplished on an as-needed basis; i.e., as reference materials are needed for an objective/interest area, they can be determined (using input from other local teachers) and shared with other LC's. It should also be noted that use of the IGASP can facilitate the preparation of AS's.

2. In some cases it appeared that the procedures/methodology related to site selection could be improved. It is recommended that as the LC and student interact, as related to site selection, the LC should utilize the existing data base for selecting a site; i.e., instead of just utilizing "expressed interest" as the sole criterion, that the other assessment instrument results be used in the selection procedure. This would provide a mechanism for selection/placement in related or secondary WTG's as opposed to jumping to totally new (and not necessarily related) WTG's. My perception was that the "letter of the law" was being adhered to but that the "intent of the law" was being violated. The procedural/mechanical system is intact -- deviation from the delivery system may well result in the situation that occurred in the past. Perhaps some technical assistance in getting back to the basic procedures of the instructional delivery system is in order.

   It should also be noted that LC familiarity with the total site network could alleviate some placement bottlenecks and simultaneously reduce the number of requests for new site recruitment and analysis. It is usually preferable to expand an existing site than to recruit and analyze a new site.

3. While the average site placement is 3-4 weeks, this average is determined at the end of the school year; hence site placements throughout the school year should be from 1 to 13 weeks. The length of the selected placement should be determined as a function

of the LC/student counseling session in which such variables as student characteristics (determined through LC knowledge of the student personally, and the student's interests, needs, and abilities) and site characteristics (determined from LC knowledge of the site personally, and from information contained in the ESLG's) are taken into consideration.

4. While technical difficulties with respect to community sites can usually be handled by the placement coordinator and/or site analysts, site difficulties that are of a personal and/or psychological nature are in the domain of an LC's responsibilities. When such difficulties arise, they may well have to be resolved through a three-way interfacing of LC, RP, and student. A less-than-positive site placement can be turned into a knowledge-acquiring situation if the LC properly counsels the student regarding the placement. The LC's should become less receptive to immediately allowing a student to drop a site and request a new one. The student should be counseled in terms of investigating the job/career characteristics themselves, and only secondarily seeing the impact of interpersonal relationships that exist at the site.

5. Finally, I perceived that some RP's may still be using the "old" procedures of an initial "interview" to determine if a placement will occur -- this can be very discriminatory and should be eliminated. If the ESLG's are complete the LC and student should have relatively exact knowledge of the job site before placement occurs. If the knowledge or data is present, and if the student is adhering to the regulations presented in the ESLG's, then an employer theoretically should not need to "interview" students before placement. For example, if the ESLG indicates that for a placement at Site A, a male student must wear a coat and tie (and a female student must wear a dress), and if the student arrives at the site properly dressed, the RP should not refuse a placement. However, if such stated regulations are violated (for example, the student arrives in blue jeans and a t-shirt), the RP does have the right to refuse placement.

In summary, the EBCE staff and the operational activities deserve to be applauded. However, the concerns presented in this letter need to be investigated/remedied if a highly successful implementation is to occur.

If you have any questions, please give me a call.

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

cc: Mr. Ed Murphy
Dr. Harold L. Henderson

Appalachia
Educational
Laboratory

April 30, 1979

Mrs. Frances Ruhlin
Fayette County Schools
701 East Main Street
Lexington, KY 40502

Dear Fran:

I would like to thank you and your staff for the tremendously enjoyable experiences that I have had the opportunity to encounter during my three years of association with your EBCE program. As you continue to work with EBCE always remember the following: the person who really wants to do something finds a way; the person who doesn't finds an excuse.

I am not writing this letter as simply a collection of my thoughts on my recent trip to Lexington (April 24-27), but rather as a reflection of my feelings and concerns that relate to current problems and anticipated difficulties. It should be considered as a final wrap-up/reminder letter. The following issues are presented in random order; each issue, while deserving to be assigned a "top priority" rating, nonetheless is of [illegible] crucial significance as to be detrimental to the program's operatio[illegible] continuation if not dealt with in a forceful manner.

(1) EBCE Referral System. In order that an EBCE program operate, it is essential that sufficient numbers of students be recruited into the program. While the four LC's should have the opportunity to go into classrooms and recruit EBCE students, the total responsibility for the recruitment process should be shared with those other individuals who have been given the authority by the school system to direct and guide students in their academic plans -- the school counselors. Although a counselor may be responsible for the guidance of about 300 students (100 each in the sophomore; junior and senior classes), it does not seem like a great burden to me for each counselor to refer, for example, just 2 sophomores and 4 juniors to the EBCE program. The resultant 30-36 students could then be pooled with those recruited either by the LC or other students. This student pool could then be

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used by the LC for purposes of final selection for program participation. If EBCE is as important to Fayette County as the Superintendent and certain Board of Education members say that it is, then it is equally important that the EBCE referral system be implemented/continued with greater enthusiasm and dedication. It always amazes me that while students, parents, community leaders, and school administrators in top positions support EBCE with great enthusiasm, it is the remaining majority of educators who either overtly or covertly oppose the continuation of EBCE. Nonetheless, it is of the utmost importance that you and your colleagues institute a functioning EBCE referral system that becomes institutionalized into the behavior patterns of all concerned. Furthermore, in order that the EBCE program does not receive an undeserving negative image, it is important that "good" students (and not just the "high-risk" students) are referred to the program.

(2) Secretarial Support. While I must compliment Fayette County for its decision to continue EBCE with local monies during the 1979-80 school year, I am concerned with the decision not to provide financial support for secretarial services. EBCE does not function like traditional educational programs -- it is individualized and also integrated in terms of its academic and community-based components. Consequently, funding/support strategies must take these differences into consideration. In order to maintain and preserve the accountability associated with the EBCE operation, it is imperative that secretarial support be provided. An EBCE instructional delivery system with a professional staff of 7.0 FTE cannot function without sufficient secretarial support (at least 1.0FTE). It would be a pity if EBCE failed in Fayette County, not because of lack of community support or inadequacies in the instructional delivery system, but because of the lack of appropriate staffing procedures. I strongly recommend that you resolve this issue by securing adequate secretarial support services.

(3) Other Staffing Concerns. There are two other staffing concerns that need to be discussed. They are the Placement Coordinator and the Program Director.

It is my understanding that Marylynn Cunningham will resign from her position at the end of this school year. I have been very impressed with Mrs. Cunningham's maintenance of confidentiality, dedication, tact, concern and ability as related to community liaison and placement activities. Because of the community site network that has been established over the past three years, I believe that a reduction in the effort being allocated to the experience site recruitment and analysis procedures is warranted. Hence, I recommend that the Placement/Liaison position be full-time (1.0 FTE) and that the new employee (to the greatest extent possible) possess characteristics similar to those possessed by Mrs. Cunningham. Allocation of 1.0 FTE to site recruitment and analysis should be sufficient for new sites which are needed/requested.

It is also my understanding that as a function of the Board of Education's decision to fund EBCE for one year with local funds, your position as Program Director was changed from an administrative status (with subsequent reduction in salary). It is my belief that placing you on the same level as the Learning Coordinators can only be detrimental to the program's operation and continued existence. It is also my understanding that staff are "assigned/allocated" as a function of the membership of the four high schools; i.e., each LC's immediate supervisor is the basically autonomous high school principal. If this is the case, then who reports to you and what activities/tasks do you control? It appears to me that you have all the responsibility of a Program Director, yet have no authority as it relates to program decision-making concerns. I strongly recommend that you get your status reassigned to the administrative-control level, or four schools, each possibly pulling in four different directions, will literally tear EBCE apart.

(4) Instructional Delivery System. The most important part of an EBCE program (holding constant personnel and financial factors) is the instructional delivery system. The EBCE system has several unique characteristics which, if not preserved, will result in a shift in the nature and direction of the program. This can be detrimental to continuation and institutionalization in the Fayette County School System. The first characteristic is individualization. It is important that the LC and student negotiate the Activity Sheets on a weekly basis and that the Cross Reference Catalogs, Career Guide, Experience Site Learning Guides, and Program Guide be utilized in developing the individualized Activity Sheets. The second characteristic is integration. In order that the academic activities that a student encounters are relevant and realistic, it is important that the Activity Sheets display (to the greatest extent possible) tasks/projects/assignments which integrate both academic requirements and experience site learning potentials. The third characteristics is community-based learning. It is essential that students spend time in the community -- each day spent back in the learning center does not provide students with the opportunities for experiential learning. The fourth characteristic is documentation/accountability. In order that the total instructional delivery system function as designed, it is essential that records be kept and that they be up-to-date. If each LC does not maintain the documentation necessary for accountability, you will eventually have a program which will neither be able to explain nor justify its existence. Attachment B of my February 20, 1979 letter to you and Ed Murphy depicts many of the problems that can arise if any component is not utilized and linked together legitimately.

EBCE is Experience-Based Career Education -- it is also Everybody Being Concerned Everyday. The EBCE system is sound, but you and your staff must make it work.

Best of luck to you in the future and remember -- students should be educated the way we were because, after all, WE are perfect. Right??

Sincerely yours,

Joe E. Shively, Ph.D.
Director of Evaluation
Experiential Education Division

JES:cd

cc: Ed Murphy